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ABSTRACT

This document provides a detailed overview of all data collection, analysis, and reporting aspects of a third-party, independent evaluation conducted in Illinois to determine the impact of the 214 vocational education Quality Assistance Plans funded in fiscal year 1983. The effectiveness of the Impact Assessment Design as a resource in Quality Assistance Plan assessment activities is also determined. The document, which is organized in six sections, includes an introduction followed by discussions of the Quality Assistance Plan impact review and assessment, characteristics of the Quality Assistance process, and characteristics of the impact assessment design. Concluding sections include a document summary and exhibits. A summary of major conclusions and recommendations, including suggested future approaches that Illinois might take in order to enhance the impact of the Quality Assistance Plan, is included in the document. (KC)

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Quality Assistance Plan Impact (Fiscal Years 1982-83)

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Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

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2. Date material was completed June 30, 1984

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5. Name(s) of developer(s) Fred C. McCormick, Ph.D., and Eileen R. McCormick, M.S.

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6. Developed pursuant to Contract Number R-13-14-0334/0341-496

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___ 03 Business and Office Education
___ 04 Distributive Education
___ 07 Health Occupations Education
___ 09 Home Economics Education
___ 10 Industrial Arts Education
___ 16 Technical Education
___ 17 Trade and Industrial Education
___ 22 Cooperative Education
___ Career Education
X Other (Specify) All of Above

8. Education Level:

___ Pre-K Thru 6
X 7-8
X 9-10
X 11-12
X Post-Secondary
X Adult
X Teacher (Pre-service)
X Administrator (Pre-Service)
___ Other (Specify)

9. Intended for Use By:

___ Student
X Classroom Teacher
X Local Administrator
X Teacher Educator
X Guidance Staff
X State Personnel
___ Other (Specify)

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___ Regular
___ Disadvantaged
___ Handicapped
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X Other (Specify) All of Above

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14 What level(s) of assistance is required to provide implementation of this outcome?

__x__ awareness
__x__ deciding
__x__ understanding
__x__ implementing

15 Are Consultive/Inservice (or staff development) available? Yes __x__ No ______

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16 General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary.) (Please see reverse side)

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16. The general objective of this document is to provide, in detail, an overview of all data collection, analysis and reporting aspects of the third-party evaluation to assess the impact of the Quality Assistance Plan. Included are eight major sections, with associated sub-sections, as follows:

. 1.0 Introduction: The Impact Assessment

. 2.0 Quality Assistance Plan Impact Review and Assessment

. 3.0 Characteristics of the Quality Assistance Plan Process

. 4.0 Characteristics of the Impact Assessment Design (in QAP Assessment Activities)

. 5.0 Summary

. 6.0 Exhibits

. MAJOR CONCLUSIONS AND RECOMMENDATIONS

The following is a summary of the major Conclusions and Recommendations from the Project, A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan. These major recommendations are also cited in the Final Report. Conclusions and recommendations are presented according to four areas of attention:

- Quality Assistance Plan (QAP): State-Level;
- Quality Assistance Plan (QAP): Local/Regional-Level;
- Quality Assistance Plan (QAP): State and Local/Regional Levels; and
- Impact Assessment Design (in Quality Assistance Plan Assessment Activities): State-Level.

With few exceptions, individuals interviewed and surveyed, both locally and at the state level in Illinois (and evidenced in extensive documentation research), expressed similar views relating to the impact of the Quality Assistance Plan (QAP) in Illinois. These views are expressed in a quotation from Victor Hugo, appropriate in the overall context of local program and personnel development, as implemented by the Quality Assistance Plan for Vocational Education in Illinois:

> *"Greater than the tread of mighty armies is an idea whose time has come."*

The following definitions of impact in vocational education provide background concepts for the Illinois vocational education leadership at the state, regional and local levels, in considering the major impact assessment conclusions and recommendations, which follow.

> *Impact in vocational education may be defined as "a specific measurable change or effect" or "the consequence(s) of funded vocational education research and development projects and programs".*

Quality Assistance Plan (QAP): for State-Level Attention:

Conclusions	Recommendations
1. The Quality Assistance Plan for Vocational Education in Illinois is an initiative associated with impacts that accomplish program improvement in many ways, through program and personnel development.	1.1 Continue the Quality Assistance Plan (QAP), and, where/when possible, increase the funding levels available for QAPs and the involvement of additional local education agencies in QAP projects. *(See Recommendation 5.3.)* 1.2 Continue the current philosophy of recognizing local needs assessment, decision-making and flexibility in application/reporting procedures. *(See Recommendation 2.2.)* 1.3 Continue to administer and fund the Quality Assistance Plan according to its two basic puproses: i.e., program development and personnel development.
2.1 The Quality Assistance Plan, as a (state-level) Program, lacks focus relating to philosophy and program goals; it appears to be used on occasion to accomplish various state-level initiatives.	2.1 Clearly identify (state-level) program goals and objectives for the Quality Assistance Plan. *(See Recommendation 13.2.)*
2.2 The Quality Assistance Plan documentation appears to lack (state-level) objectives; there exists the question, "What is the QAP really designed to accomplish in Illinois vocational education program improvement?"	2.2 Design application and reporting forms/formats according to program-level goals and objectives, including accommodations for both program development and personnel development. *(See Recommendation 1.2.)*
3.1 Minimal data and information are available to both profile and assess impact of the Quality Assistance Plan.	3.1 Develop a Quality Assistance Plan management information system for planning, decision-making and impact assessment.
3.2 Existing data and information are available in a decentralized information system.	3.2 Provide appropriate staffing within DAVTE/ISBE, as well as facilities for the computerization of storage, data retrieval, and reporting.
4. Beyond the efforts of the Illinois Vocational Curriculum Center/East Central Network for Curriculum Coordination, there exists little evidence of the sharing of QAP processes and products on a state-level, regional or local basis.	4.1 Establish a (state-wide) catalog/directory of Quality Assistance Plan Projects, perhaps similar to the current DAVTE/ISBE document, "The Pursuit of Partnerships" or the Connecticut document, "Vocational Improvement Practices". *(See Recommendation 8.1.)*

. Quality Assistance Plan (QAP): for State-Level Attention:

Conclusions	Recommendations
	4.2 Encourage opportunities for sharing, including "show and tell," (e.g., regional conferences, Illinois Vocational Association Convention, and exemplary QAP site visitations). *(See Recommendation 8.1.)*
	4.3 Develop means of recognizing exemplary Quality Assistance Plan Projects. *(See Recommendations 8.1 and 8.2.)*
5. There is a lack of awareness of the existence of the QAP among some local education agencies, and particularly, among teachers within many Illinois local education agencies.	5.1 Develop strategies to increase teacher-awareness of the QAP and its potential for program/personnel development throughout the state, (e.g.,at professional meetings and through publications). *(See Recommendation 7.3.)*
	5.2 Develop strategies that encourage and enable teachers and QAP writers to work together to include in the QAP the highest priority needs of their local education agency. *(See Recommendation 7.2.)*
	5.3 Involve the Consultant Services and Special Programs Sections of DAVTE/ISBE, to a greater degree, in QAP at the state level. *(See Recommendation 1.1.)*
	5.4 Encourage, through the University Council for Vocational Education in Illinois, teacher education initiatives (both pre-service and in-service) to include QAP topics such as awareness, needs assessment, writing, and evaluation. *(See Recommendation 7.1.)*
6. Quality Assistance Plan writers generally value greatly the QAP as a resource and wish to see a maximum impact for the funding dollars available.	6.1 Take steps which will minimize the percentage of deobligated QAP funds annually.
	6.2 Consider "fine-tuning" the QAP funding levels in relation to the Vocational Education Reimbursement amounts.
	6.3 Consider, if possible, ways in which QAP travel funding could be claimed for out-of-state travel.
	6.4 Consider the creation of an "evaluation pool" of funds, based on a percentage of deobligation, for local evaluation activities relating to the Quality Assistance Plan.
	6.5 Encourage the longitudinal and progressive development of QAP activities within local education agencies, basing each year's QAP upon previous experiences, and thereby maximizing the impact of each QAP project from year to year.

. Quality Assistance Plan (QAP) for Local/Regional Level Attention:

Conclusions	Recommendations
7. There is a lack of awareness of the existence of the QAP among some local education agencies and, particularly, among teachers within many Illinois local education agencies.	7.1 Involve teachers and other local education agency staff in QAP needs assessment, planning, operation and evaluation. *(See Recommendation 5.4.)*
	7.2 Develop procedures to maximize the probability of identifying the highest priority needs within the local education agency. *(See Recommendation 5.2.)*
	7.3 Seek to heighten teacher awareness of the QAP and its potential for program and personnel development, maintaining teacher-centered QAP activities. *(See Recommendation 5.1.)*
	7.4 Require each teacher to write a (brief) yearly plan for individual staff development, and utilize QAP funding to help each teacher accomplish his/her individual staff development plan. (In large institutions it may be necessary to consolidate these plans by program-occupation area.)
	7.5 When possible, utilize QAP project activities for sharing with non-vocational education programs and teachers.

. Quality Assistance Plan (QAP): for State and Local/Regional Level Attention:

Conclusions	Recommendations
8. The Quality Assistance Plan documentation bears evidence of much program improvement innovation in QAP processes and products.	8.1 Establish and encourage the sharing of QAP products and processes in the context of regional, intra-regional, inter-regional and state-wide conferences and publications. *(See Recommendations 4.1 and 4.3.)*
	8.2 Identify (possibly by means of a self-nomination process) and recognize exemplary QAP Projects. *(See Recommendation 4.3.)*
9. There is evidence of a lack of sound QAP self-evaluation activities within many of the local education agencies.	9.1 Encourage locally-designed and locally-directed evaluations of QAP activities which will be, above all, meaningful at the local level.
	9.2 Encourage QAP evaluation activities which will include the measurement of impacts (measures of both effectiveness and efficiency).
	9.3 Provide technical assistance, when possible, to QAP writers in areas of QAP evaluation design and reporting.

. Impact Assessment Design (in Quality Assistance Plan Assessment Activities): for State-Level Attention:

Conclusions	Recommendations
10. The Impact Assessment Design of Project IMPACT provides excellent rationales for the establishment of Program goals.	10. Develop (long-term) Program goals for the Quality Assistance Plan.
11. Project IMPACT has developed a comprehensive definition and complete classifications of impact in Illinois Vocational Education.	11. Continue to adopt the comprehensive definition and classification structure for all RDS/DAVTE/ISBE purposes, including the Quality Assistance Plan.
12. The development of "long-term/short-term" impact delineations by Project IMPACT are useful to the researcher and for research design, but are not easily used with Quality Assistance Plan practitioners in data collection activities.	12. Adopt "long-term/short-term" impact delineations for research design purposes only.
13.1 Project IMPACT has recommended that project impact be assessed on a short-term basis only.	13.1 Assess Quality Assistance Plan projects on a short-term basis.
13.2 Project IMPACT has recommended that program impact be assessed on a long-term basis only (utilizing an in-depth selection of a small group of projects).	13.2 Assess the Quality Assistance Plan, as a state-level program, on a long-term basis. *(See Recommendation 2.1.)*
14.1 Project IMPACT provides a design but cannot be considered a "how to" resource.	14.1 Take the next step(s) to expand the Impact Assessment Design as a "how to" resource (e.g., by identifying indicators of change in outcomes and processes).
14.2 The Impact Assessment Design is qualitative rather than quantitative in approach.	14.2 Continue to gather information on methodologies that lead to the assessment of impact on a quantitative basis.
	14.3 Work to synthesize qualitative and quantitative methodologies into a research and development impact assessment resource.

1.0 INTRODUCTION: THE IMPACT ASSESSMENT

This document has been prepared as one of three final products associated with A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan. This document includes an Introduction followed by discussions of the Quality Assistance Plan Impact Review and Assessment, Characteristics of the Quality Assistance Plan Process and Characteristics of the Impact Assessment Design (in QAP Assessment Activities). Concluding sections include a document Summary and Exhibits. The Final Report summarizes all of the impact assessment conclusions and recommendations, including suggested future approaches which Illinois might take in order to enhance the impact of the Quality Assistance Plan (QAP).

This first section provides an introduction to the Impact Assessment.

1.1 Problem Statement: Background on the Quality Assistance Plan (QAP)

In Fiscal Year 1982, staff of the Illinois State Board of Education/Department of Adult, Vocational and Technical Education initiated the Quality Assistance Plan (QAP) to provide financial and technical assistance to local education agencies for vocational education program and staff development. The Quality Assistance Plan has two major objectives:

1) Program Development, emphasizing improvement of local vocational education programs and services; and

2) Personnel Development, emphasizing improvement of vocational education staff competencies.

During Fiscal Year 1982, 138 Quality Assistance Plans were completed, and in Fiscal Year 1983, 214 Quality Assistance Plans were funded to eligible plan writers, including high schools, area vocational centers, community colleges, and state agencies with approved Local Plans for Vocational Education. During

Fiscal Year 1983, it was determined that one of the Fiscal Year 1984 Research Projects was to be the conduct of a third-party evaluation to assess the impact of the Quality Assistance Plan. A Request for Proposal (RFP) to conduct the evaluation was announced on April 1, 1983, with a two-fold purpose:

1) to determine short-term impact by assessing Quality Assistance Plan projects funded in Fiscal Year 1983; and

2) to initiate a plan for long-term impact assessment of the Quality Assistance Plan, as a state program, to improve future efforts.

In July, 1983, Educational Operations Concepts, Inc. (EOC) was awarded a Funding Agreement to conduct the impact assessment project, as an independent evaluator.

1.2 Background on Illinois Impact Assessments

Historically, Illinois State leadership in Vocational Education has placed great emphasis on impact assessment as it relates to research and development activities. Some examples of completed impact studies are cited as follows: Review and Assessment of the Impact on Occupational Education Resulting from the Research and Development Activities Supported by the Division of Vocational and Technical Education in Illinois, Tadlock Associates, Inc., 1972, and Research and Development Projects in Illinois: An Impact Study, Southern Illinois University, 1976. Public Law 94-482 provided further impetus to the assessment of the impact of funded activities in relationship to the resources expended.

The Request for Program Improvement Proposals in Vocational Education in 1980 defined impact as "a specific measurable change or effect." Proposers in that year were requested to discuss intended impact in terms of target populations, quantitative and qualitative effects, time-frames, means of achieving impact(s) and methods of evaluating or measuring the impact(s). Discussion of dissemination and utilization strategies were also required as a major component of the impact statement.

In 1982, the University of Illinois, Department of Vocational and Technical Education, in conjunction with the Department of Adult, Vocational and Technical Education, State Board of Education developed a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). This document defined impact as: *the consequence(s) of funded vocational education research and development projects and programs.* Furthermore, impact was discussed and classified in terms of source, time, intent, relationship to goals, and its positive or negative nature.

The Fiscal Year 1984 Request for Proposal relating to the impact assessment of the Quality Assistance Plan noted that "applicants are required to use the processes suggested in this document (i.e., of Project IMPACT) to determine the short-term and long-term impact assessment of the Quality Assistance Plans." The Project IMPACT resource was accordingly utilized in the development of a conceptual framework for this impact assessment project.

1.3 Impact Assessment Design and Procedures

This sub-section includes discussions of Impact Assessment Definitions (1.3.1), Impact Assessment Design/Matrix (1.3.2), and Impact Assessment Procedures (1.3.3).

1.3.1 Impact Assessment Definitions

It has been useful to note five definitions, included in the Department of Adult, Vocational and Technical Education documents noted above, in approaching an impact assessment of the Quality Assistance Plan. These are definitions for *impact, short-term impact, long-term impact, product, and dissemination* as follows:

- *impact:* *"a specific measureable change or effect" or "the consequence(s) of funded vocational education research and development projects and programs"*
- *short-term impact:* *"impact which occurs up to 12 months after activity funding has ceased"*

- *long-term impact: "impact which occurs 12 months or more after activity funding has ceased"*
- *product: a product may be classified according to five (5) major categories:*
  - *General Information (e.g., bulletins, guidelines, public information materials, rules and regulations, policies and procedures);*
  - *Reports/Studies (e.g., research studies, project final reports, bibliographies);*
  - *Supplementary and/or Resource Aids (e.g., handbooks, program management aids, resource guides);*
  - *Educational Products (e.g., curriculum materials, instructional materials, professional development materials); and*
  - *Intangible Educational Products (e.g., models, concepts, practices, programs, ideas).*
- *dissemination: dissemination activities are those which assist the target audience to:*
  - *Become aware of project outcomes (general information, products, practices, ideas, and/or concepts);*
  - *Understand such outcomes and how they could be used;*
  - *Decide whether or not to use an outcome; and*
  - *Implement and continue to use a project outcome.*

1.3.2 Impact Assessment Design/Matrix

The Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan (QAP) has involved the determination of the short-term impact of FY 1983 QAP projects, as well as the initiation of a plan for long-term impact assessment of the QAP, i.e., long-term project and (long-term) QAP program impact. The Impact Assessment Design of Project IMPACT (described earlier) was the assessment resource to be piloted, as feasible and appropriate. The project's impact assessment design may be illustrated with a 3 x 2, or six-cell matrix, as follows:

	QUALITY ASSISTANCE PLAN (QAP)	IMPACT ASSESSMENT DESIGN
Short-Term Project Impact		
Long-Term Project Impact		
(Long-Term) Program Impact		

The Third-Party Evaluation resulted in the determination of short-term impact of the QAP projects funded in FY 1983, and the initiation of a plan for the long-term project and program impact assessment of the QAP. In addition, the Third-Party Evaluation has reported on the positive and negative aspects of the Impact Assessment Design of Project IMPACT, in terms of its (piloted) utilization in assessing the impact of the QAP. Thus, positive and negative characteristics of both the QAP process and the Impact Assessment Design are documented.

1.3.3 Impact Assessment Procedures

The major procedures utilized in this evaluation project were based upon the resource document Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). The procedures outlined for short-term (project) impact assessment in that document are:

1. Reporting of impact data in project's final report.
2. Selection of projects for short-term impact assessment.
3. Interviews with project staff.
4. In-depth investigation of project's short-term impact.

The procedures outlined for long-term (project) impact assessment are:

1. Selection of projects for long-term impact assessment.

2. Interviews with Research and Development Section staff.

3. In-depth investigation of long-term project impact.

The major methods of data collection outlined in the Project IMPACT document for (long-term) program impact assessment are similar to the foregoing except for two additional activities: the development and the administration of a program specific impact survey.

The major methods of data collection outlined in the Project IMPACT document for long or short-term impact assessment may include:

. interviews

. document analysis

. on-site visits (including additional interviews and document analysis, as well as on-site observations)

. program specific impact survey.

The procedures utilized in the impact assessment incorporated the methods and management plans outlined in the Project IMPACT document. The procedures were designed according to three project components and eight project objectives.

Management plans for short-term project, long-term project and (long-term) program impact assessments are found on pages 20-21, 28, and 36-37, respectively, in the Impact Assessment Design document. These management plans were consolidated into a single management plan in anticipation of EOC's being able to perform, as the Independent Impact Assessor, somewhat simultaneously many of the work activities and their associated steps to complete the procedures relating to the Third-Party Evaluation. This management plan follows on the next two pages.

The remainder of this final product has been prepared to report the findings, implications and associated recommendations which resulted from the performance of the following types of impact assessment procedures:

. Preliminary interviews;

. Documentation research;

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MANAGEMENT PLAN: SHORT-TERM PROJECT, LONG-TERM PROJECT AND (LONG-TERM) PROGRAM IMPACT ASSESSMENT

SHORT-TERM PROJECT		LONG-TERM PROJECT		(LONG-TERM) PROGRAM	
Activity	Steps to Achieve Completion of Activity	Activity	Steps to Achieve Completion of Activity	Activity	Steps to Achieve Completion of Activity
1. Planning for intended impacts	1a. Write impact statements 1b. Revise impact statements				
2. Reporting evidence of progress toward impact	2a. Be aware of impacts or progress toward impact 2b. Collect impact data when appropriate, e.g., evaluation of workshop 2c. Report evidence of impact or progress toward impact				
3. Selection of projects for short-term impact assessment	3. Select random sample of 20% of completed projects	3. Selection of projects for long-term impact assessment	3. Select random sample of 10% of projects completed 2 - 5 years prior to assessment	3. Selection of programs for impact assessment	3. Select 20% of programs
		4. Document analysis	4. Review documents containing impact data such as project's final report and short term impact report (if available)	4. Document analysis	4. Review documents containing impact data such as projects' final reports and short term impact report

(Continued on following page)

MANAGEMENT PLAN: SHORT-TERM PROJECT, LONG-TERM PROJECT AND (LONG-TERM) PROGRAM
IMPACT ASSESSMENT (CONT.)

SHORT-TERM PROJECT		LONG-TERM PROJECT		(LONG-TERM) PROGRAM	
Activity	Steps to Achieve Completion of Activity	Activity	Steps to Achieve Completion of Activity	Activity	Steps to Achieve Completion of Activity
5. Short term impact assessment interviews	5a. Conduct interviews with project staff 5b. Report findings from interviews	5. Long term impact assessment interviews	5a. Conduct interviews with RDS staff 5b. Report findings from interviews	5. Impact assessment interviews	5a. Conduct interviews with RDS staff 5b. Report findings from interviews
6. In-depth investigation of short term impact	6a. Review available documents for impact related information 6b. Plan on-site visits 6c. Conduct on-site visits 6d. Conduct additional interviews as needed	6. In-depth investigation of long term impact	6a. Select locations for on-site visits 6b. Plan on-site visits 6c. Conduct on-site visits 6d. Conduct additional interviews as needed	6. In-depth investigation of program impact	6a. Select locations for on-site visits 6b. Plan on-site visits 6c. Conduct on-site visits 6d. Conduct additional interviews as needed
				7. Develop program specific impact survey	7. Develop survey
				8. Administer survey	8a. Select sites to survey 8b. Conduct survey 8c. Analysis of findings 8d. Report findings
9. Prepare short term impact report	9. Write report	9. Prepare long term impact report	9a. Analyze and synthesize findings 9b. Write report	9. Prepare long term program impact report	9a. Analyze and synthesize findings 9b. Report findings

- Construction of composite data profiles;
- Development of impact-related research questions;
- Development, administration, follow-up and analyses of surveys of local plan writers;
- On-site visitations; and
- Follow-up (telephone) interviews.

2.0 QUALITY ASSISTANCE PLAN IMPACT REVIEW AND ASSESSMENT

This section discusses the Quality Assistance Plan (QAP) Impact Review/ Assessment activities and results in the performance of the third-party evaluation. Included are three sub-sections: (2.1) Short-Term Project Impact; (2.2) Long-Term Project Impact; and (2.3) (Long-Term) Program Impact Review and Assessment Planning. Procedures utilized to determine short and long-term project impact, as well as for (long-term)program impact review and assessment planning included:

- Interviews of personnel in the Department of Adult, Vocational and Technical Education/Illinois State Board of Education;
- Extensive documentation research relating to all Quality Assistance Plan (QAP) applications and final reporting for both Fiscal Years 1982 and 1983;
- State-wide impact surveys of all vocational plan writers with Quality Assistance Plans in Fiscal Years 1982 and 1983;
- A state-wide survey of one-sixth of all vocational plan writers who had no Quality Assistance Plans in Fiscal Years 1982, 1983 nor 1984;
- On-site visitations at nine (9) representative sites with Quality Assistance Plans in Fiscal Years 1983 and/or 1982 and 1983; and
- (Follow-up) telephone interviews with state-wide survey respondents who requested a follow-up telephone call.

All survey and interview instrumentation utilized in the impact assessment was based on the first and second procedures listed above, with the Impact Assessment Design of Project IMPACT as the major background and design resource. A Quality Assistance Plan (QAP) Impact-Related Research Questions document was developed (see Exhibit 6.3, following). Two sections of personnel in the Department of Adult, Vocational and Technical Education/Illinois State Board of Education were requested to prioritize the sixteen impact-related research questions. Results of the prioritizing/ranking may be found also in Exhibit 6.3.

The following eight items were highest in the mean ranking procedure:

. 1. *How would you describe the major impacts of this project?*
  - . *What impacts were planned for and expected?*
  - . *In what way did planned impacts change during the funded life of the project?*

. 7. *What critical ingredients contributed to the achievement of impacts? For example:*
  - . *What characteristics of the project staff contributed to impact?*
  - . *What characteristics of other key individuals or groups contributed to impact?*
  - . *What characteristics of the product contributed to impact?*
  - .. *What characteristics of the setting contributed to impact?*
  - . *What aspects of the implementation process contributed to impact?*

. 8. *Who or what factors inhibited the achievement of impacts? For example:*
  - . *What characteristics of the project staff inhibited the achievement of impacts?*
  - . *What characteristics of other key individuals or groups inhibited the achievement of impacts?*
  - . *What characteristics of the product inhibited the achievement of the impacts?*
  - . *What aspects of the implementation process inhibited the achievement of impacts?*

. 13. *How are QAP activities selected? Are they based upon:*
  - . *needs assessment?*
  - . *personal interest on the part of the plan writers?*
  - . *short/long term plan writing?*
  - . *state evaluation activities?*
  - . *state planning initiatives?*
  - . *a sharing of QAP products?*
  - . *evaluation of a previous QAP?*
  - . *other?*

. 10. *What are the potential long term impacts of this project?*
  - . *What future impacts are most likely to occur?*
  - . *Who might be affected by future impacts?*

. 11. *Do the impacts justify the time and efforts associated with the QAP application process:*
  - . *at the local level?*
  - . *at the regional level?*
  - . *at the state level?*

. 2. *Who was the target audience(s) most affected by the project's products?*

. 3. *What impacts have occurred on the identified target audience(s)?*

The Quality Assistance Plan (QAP) Impact Assessment Survey was piloted with the cooperation of eight (8) local and regional vocational plan writers who had written a Fiscal Year 1984 Quality Assistance Plan as their first QAP.

Complete summary results of impact assessment activities are found in Exhibit 6.2, Composite Data Profiles, and in Exhibit 6.8, Data Summaries: Surveys, On-Site Visitations and Telephone Interviews. In addition, Exhibits 6.4, 6.5, 6.6 and 6.7, respectively, provide information relating to composition of samples: surveys, on-site visitations and telephone interviews (6.4); pilot survey package: Quality Assistance Plan (QAP) Impact Survey (6.5); Survey and Survey Follow-Up Packages (6.6); and Interview Reporting Format: on-site visitations and telephone (6.7). A final exhibit (6.9) is a Bibliography of documents reviewed in the course of the assessment project.

2.1 Short-Term Project Impact

Short-term project impact was assessed by means of extensive documentation research, administration of the Quality Assistance Plan (QAP) Impact Survey, on-site visitations and (follow-up) telephone interviews. A summary of the major findings, including evidence of impact, is presented in the remainder of this subsection for each of these four assessment procedures. It was found, in the course of both the on-site visitations and (follow-up) telephone interviews, that the QAP practitioners experienced difficulty in differentiating between long-term and short-term impact concepts. Thus, in subsections 2.1.3 and 2.1.4, which follow, evidence of impact has been reported as short-term without the short-term/long-term differentiations used elsewhere in this final product.

2.1.1 Documentation Research

The Quality Assistance Plan (QAP) applications and final reports for all 214 QAPs funded in Fiscal Year 1983 were read and analyzed by the Impact Assessment Team. This documentation research is summarized in the Composite Data Profiles (Exhibit 6.2), Tables 1, 2, 4, 6, 8 and 10. Sixty-seven percent of the 214 QAPs were funded to high schools, 14 percent to area vocational centers, 12 percent to community colleges, 3 percent to educational service regions, and 2 percent each to universities and state agencies. A total of 26.8 percent of all eligible vocational plan writers applied for Quality Assistance Plans. A total of 25 different types of QAP activities were reported by Fiscal Year 1983 QAP writers, who also reported 20 different types of plans for (self-) evaluation of their QAPs. Ten different types of priorities were addressed by the Fiscal Year 1983 QAP projects, involving a reported total of 8,277 individuals participating in the Fiscal Year 1983 QAPs. Of that total number of participants reported (8,277), 6,211 were teachers, representing 75 percent of QAP individual participants (and representing 48.6 percent of the total vocational teachers in Illinois, reported in the Vocational Education Data System (VEDS) for Fiscal Year 1983). A total expenditure of $381,497.53 for the 214 funded QAPs that year represented about .64 of one percent of total federal and state expenditures for vocational education in Illinois during that fiscal year.

2.1.2 Quality Assistance Plan (QAP) Impact Survey

The Quality Assistance Plan (QAP) Impact Survey was designed in seven (7) major sections, as follows:

I. QAP Activities
II. Changes Resulting from QAP
III. Selection of QAP Activities

IV. Evaluation of QAP Activities
V. QAP Application and Reporting
VI. Future Changes Resulting from the QAP
VII. Background Information

The population surveyed included all vocational plan writers with a Quality Assistance Plan in Fiscal Year 1983 (only) and one-half of those with a QAP in both Fiscal Year 1982 and 1983. Further composition of the survey sample and survey response data are provided in Exhibit 6.4, following. Exhibit 6.8 provides complete survey response data by the two short-term survey groups, Fiscal Year 1983 (only) and Fiscal Years 1982-83.

The three QAP activities reported as the largest percentage of survey responses in Section I were:

	FY 1983(only)	FY 1982-83
. Held staff inservice meetings or workshops	20%	21%
. Attended workshops, seminars or professional meetings	23%	19%
. Developed or revised/updated courses or curricula	16%	19%

The three staff changes resulting from QAP activities reported as the largest percentage of responses (in Section IIA were:

	FY 1983 (only)	FY 1982-83
. Improved teaching methods	18%	19%
. Improved instructional materials	17%	17%
. Improved course content	16%	19%

The three student changes resulting from QAP activities reported as the largest percentage of responses (in Section IIC) were:

	FY 1983 (only)	FY 1982-83
. Improved student attitudes	23%	28%
. Improved student skill performance	31%	38%
. Improved student academic achievement	20%	19%

The three methods for selecting the activities for the QAP Project reported as the largest percentage of responses (in Section III) were:

	FY 1983 (only)	FY 1982-83
. Needs assessment	17%	18%
. Staff initiative (other than yours)	17%	14%
. Your personal initiative	15%	16%

When asked (Section IV), "were the QAP activities evaluated either during or following their completion?", 74 percent of the FY 1983 (only) respondents answered "yes", as did 88 percent of the FY 1982-83 respondents.

Section V requested the best estimate of total person-hours which had been spent in preparing the QAP application and in preparing the QAP report. Results follow and are expressed as mean person-hours and range of person-hours:

	QAP Application		QAP Final Report	
	FY 1983(only)	FY 1982-83	FY 1983(only)	FY 1982-83
Mean Person-Hours	10.86	23.60	8.90	12.87
Range of Person-Hours	2 to 60	3 to 60	1 to 126	3 to 50

When asked, "Do you think the changes resulting from the QAP project justify the time required for application?", 80 percent of the FY 1983 (only) respondents answered "yes", as did 80 percent of the FY 1982-83 respondents. When asked, "Do you think the changes resulting from the QAP project justify the time required for final reporting?", 72 percent of the FY 1983(only) respondents answered "yes", as did 83 percent of the FY 1982-83 respondents.

Section VI of the Survey included three open-ended items relating to future changes anticipated as resulting from the QAP. These open-ended responses are reported fully in Exhibit 6.8. Section VII, Background Information on the Survey respondents is also fully reported in Exhibit 6.8. When asked, "What was your relationship to the QAP Project?", the two responses reported as the largest percentage of responses were:

	FY 1983(only)	FY 1982-83
. QAP Writer	39%	33%
. QAP Director	27%	28%

A total of 14 respondents completed the final survey item which read, "Please print your name and a phone number if you would like to talk to us about any aspect of the QAP." Six of the FY 1983(only) respondents and six of the FY 1982-83 respondents were subsequently reached and interviewed by telephone. These (follow-up) telephone interviews are the subject of the next subsection.

2.1.3. On-Site Visitations

Nine (9) on-site visitations were conducted in the course of the impact assessment and included interviews with sixty-five (65) vocational educators. (See Exhibit 6.4 for a complete description of the composition of the sites and Exhibit 6.8 for a complete summary of the major comments noted during those visitations.)

Overall, the Impact Assessment Team found participants in past QAPs to be enthusiastic about those activities and eager to share their experiences with others. Each site generously allocated time and space in order to facilitate the visitation. At a majority of the sites, teaching staff were either made available for interviews or their class schedules were provided in order that the Assessment Team could interview them during their preparation periods.

In general, interviewees were able to identify the impacts of their activities, particularly the changes that provided evidence of the impact. Those changes were classifiable as changes in knowledge or understanding, changes in attitudes, and changes in processes or products. Teachers reported that they had gained new ideas, awarenesses, and updates, improved their attitudes, and in many instances, developed or changed instructional materials. Counselors also reported changes that included the development of materials for use in student advisement and career planning. Administrators reported that they "learned about the QAP application and reporting forms", but more importantly, many of them learned to work more closely with their staff members, to seek their input, and to provide encouragement to them. Administrators reported that an unexpected change was the anticipation on the part of the teaching staff regarding each year's QAPs, and the provision of new ideas "automatically" for the application.

Interviewees provided many possible characteristics of staff, products, and processes that contributed toward the achievement of change. Briefly, they included trusting, supportive, visionary, and cooperative characteristics of staff; locally developed and accepted, usable and relevant products; and the involvement of everyone in the implementation process. More importantly for this assessment, they regarded the following characteristics of the QAP to be important in effecting change: its flexibility, discretionary aspects, and responsiveness to local needs and actions. It was recognized that the "bottom line" of all their efforts is "to do something for students".

2.1.4 (Follow-Up) Telephone Interviews

A total of 28 telephone interviews were conducted as a follow-up to both the Quality Assistance Plan (QAP) Impact Survey as well as the Quality Assistance Plan (QAP) Survey administered to a (one-sixth) sample of eligible vocational plan writers who had never applied for a QAP. The composition of the telephone interviewees is provided as part of Exhibit 6.4, and major comments made by telephone interviewees are provided, as a section of Exhibit 6.8. All comments made by telephone interviewees were largely positive toward the QAP, as it is administered at the state level, and in terms of its present and future impact for program improvement through program and personnel development. Those plan writers who had written both Fiscal Year 1982 and 1983 Quality Assistance Plans found it difficult conceptually to differentiate short-term and long-term impact(s).

2.2 Long-Term Project Impact

Long-term project impact was assessed by means of extensive documentation research, administration of the Quality Assistance Plan (QAP) Impact Survey, and by means of the other short-term project impact procedures discussed above. Evidence of impact gathered during on-site visitations and(follow-up) telephone interviews is presented in the foregoing subsection; no repetition of those findings will be presented in this subsection. A summary of the major findings, including evidence of impact, is presented in the remainder of this subsection for two of the assessment procedures, i.e., documentation research and the Quality Assistance Plan (QAP) Impact Survey.

2.2.1 Documentation Research

The Quality Assistance Plan (QAP) applications and final reports for all 138 QAPs funded in Fiscal Year 1982 were read and analyzed by the Impact Assessment Team. This documentation research is summarized in the Composite Data Profiles (Exhibit 6.2), Tables 1, 3, 5, 7 and 9. Fifty-eight percent of the 138 QAPs were funded to high schools, 16 percent to area vocational centers, 18 percent to community colleges, 4 percent to educational service regions, 4 percent to universities, and 1 percent to state agencies. A total of 17.3 percent of all eligible vocational plan writers applied for Quality Assistance Plans. A total of 23 different types of QAP activities were reported by 1982 QAP writers, who also reported 19 different types of plans for (self-)evaluation of their QAPs. Nine different types of priorities were addressed by the Fiscal Year 1982 QAP projects, involving a reported total of 4,133 individuals participating in the Fiscal Year 1982 QAPs. Of that total number of participants reported (4,133), 3,007 were teachers, representing 73 percent of QAP individual participants (and representing 23.2 percent of the total vocational teachers in Illinois, reported in the Vocational Education Data System (VEDS) for Fiscal Year 1982). A total expenditure of $189,146.01 for the 138 funded QAPs that year represented about .31 of one percent of total federal and state expenditures for vocational education in Illinois during that fiscal year.

2.2.2 Quality Assistance Plan (QAP) Impact Survey

The Quality Assistance Plan (QAP) Impact Survey was designed in seven (7) major sections, as follows:

I. QAP Activities
II. Changes Resulting from QAP
III. Selection of QAP Activities
IV. Evaluation of QAP Activities
V. QAP Application and Reporting
VI. Future Changes Resulting from the QAP
VII. Background Information

The population surveyed included all vocational plan writers with a Quality Assistance Plan in Fiscal Year 1982(only) and one-half of those with a QAP in both Fiscal Year 1982 and 1983. Further composition of the survey sample and survey response data are provided in Exhibit 6.4, following. Exhibit 6.8 provides complete survey response data by the two long-term survey groups, Fiscal Year 1982(only) and Fiscal Years 1982-83.

The three QAP activities reported as the largest percentage of survey responses in Section I were:

	FY 1982(only)	FY 1982-83
. Held staff inservice meetings or workshops	18%	17%
. Attended workshops, seminars or professional meetings	26%	22%
. Developed or revised/updated courses or curricula	16%	20%

The three staff changes resulting from QAP activities reported as the largest percentage of responses (in Section IIA) were:

	FY 1982(only)	FY 1982-83
. Improved teaching methods	25%	18%
. Improved instructional materials	15%	17%
. Improved course content	13%	17%

The three student changes resulting from QAP activities reported as the largest percentage of responses (in Section IIC) were:

	FY 1982(only)	FY 1982-83
. Improved student attitudes	11%	21%
. Improved student skill performance	28%	38%
. Improved student academic achievement	17%	23%

The five methods for selecting the activities for the QAP Project reported as the largest percentage of responses (in Section III) were:

	FY 1982(only)	FY 1982-83
. Needs assessment	10%	17%
. Short-term plan writing	20%	10%
. Staff initiative (other than yours)	15%	11%
. Administrative initiative (other than yours)	12%	11%
. Your personal initiative	15%	15%

When asked (Section IV), "were the QAP activities evaluated either during or following their completion?", 67 percent of the FY 1982(only) respondents answered "yes", as did 80 percent of the FY 1982-83 respondents.

Section V requested the best estimate of total person-hours which had been spent in preparing the QAP application and in preparing the QAP report. Results follow and are expressed as mean person-hours and range of person-hours:

	QAP Application		QAP Final Report	
	FY 1982(only)	FY 1982-83	FY 1982(only)	FY 1982-83
Mean Person-Hours	9.25	11.13	5.35	6.77
Range of Person-Hours	2 to 20	3 to 40	1 to 12	2 to 20

When asked, "Do you think the changes resulting from the QAP Project justify the time required for application?", 92 percent of the FY 1982(only) respondents answered "yes", as did 92 percent of the FY 1982-83 respondents. When asked, "Do you think the changes resulting from the QAP project justify the time required for final reporting?", 67 percent of the FY 1982(only) respondents answered "yes", as did 93 percent of the FY 1982-83 respondents.

Section VI of the Survey included three open-ended items relating to future changes anticipated as resulting from the QAP. These open-ended responses are reported fully in Exhibit 6.8. Section VII, Background Information on the Survey respondents, is also fully reported in Exhibit 6.8. When asked, "what was your relationship to the QAP Project?", the two responses reported as the largest percentage of responses were:

	FY 1982(only)	FY 1982-83
. QAP Writer	29%	41%
. QAP Director	29%	29%

A total of 15 respondents completed the final survey item which read, "Please print your name and a phone number if you would like to talk to us about any aspect of the QAP." Seven of the FY 1982(only) respondents and five of the FY 1982-83 respondents were subsequently reached and interviewed by telephone. These (follow-up) telephone interviews are reported in Subsection 2.1.4 above.

An unanticipated finding that became evident in the analysis of the Impact Survey data was the similarity between the two groups of Fiscal Year 1982 and 1983 (long-term or short-term) QAP responses, and the dissimilarity between this group and either the FY 1982(only) or the FY 1983 (only) QAP responses. These similarities/dissimilarities were first noted in the response rates as follows:

Long-Term: FY 1982 (only) -	41.4% response
Long-Term: FY 1982 and 1983 -	83.3% response
Short-Term: FY 1982 and 1983 -	82.8% response
Short-Term: FY 1983 (only) -	69.7% response

A second analysis which indicated that this group responded differently was a simple examination of the number of responses per respondent in the sections of the instrument which allowed for multiple responses (i.e. activities, changes, activities that caused change, and selection of activities). The following table summarizes these data.

Number of Responses per Respondent
According to Four Groups Comprising Population

Survey Section	Long-Term Impact		Short-Term Impact	
	FY 82(Only) N=12	FY 82 & 83 N=25	FY 82 & 83 N=24	FY 83(Only) N=26
I. QAP Activities	3.17	4.08	4.13	3.46
II.A. Staff Changes	3.33	5.36	4.92	4.09
II.A. Activity that Caused Change	6.25	11.68	11.58	7.50
II.C. Student Changes	1.50	2.24	1.96	1.97
II.C. Activity that Caused Change	1.42	4.25	4.79	3.43
III. Selection of QAP Activities	3.43	4.75	4.58	3.38

The Fiscal Year 1982 and 1983 respondents consistently reported that staff and students had participated in more activities, which resulted in more changes, and in particular, viewed more of their activities to be responsible for changes. Finally, all respondents, regardless of impact timeframe, indicated that attending workshops and visiting business and industry, exemplary programs, etc. caused a greater change in staff and developing or updating curriculum caused greater change in students than was expected, based on frequency of those activities.

2.3 (Long-Term)Program Impact Review and Assessment Planning

Project IMPACT has defined long-term impact as "those consequences of research and development program improvement projects assessed 12 months or more after the termination of funding". Further, program has been defined as "a group of projects that are seen by the Research and Development Section staff as having related goals." Project IMPACT further suggests four advantages to working within the framework of a program when funding projects and assessing impacts. Those four advantages (discussed in Section 4.0, following), apply to the Quality Assistance Plan as a (long-term, state-level) program. In this context, the remainder of this subsection includes two discussions: Assessment Activities/Outcomes during Fiscal Year 1984 (2.3.1); and Planned Activities for Continuation during Fiscal Year 1985 (2.3.2).

2.3.1 Assessment Activities/Outcomes during Fiscal Year 1984

The major Quality Assistance Plan impact assessment emphases during the Fiscal Year 1984 third-party evaluation project have been on short-term project impact assessment, and on planning for both long-term project impact assessment and for (long-term) program impact assessment. Outcomes of Fiscal Year 1984 assessment activities have been reported in the previous subsections. Two types of resources utilized in (long-term) program impact assessment planning have been: (1) interviews of personnel in the Department of Adult, Vocational and Technical Education; and (2) administration of the Quality Assistance Plan (QAP) Survey (to a sample of eligible vocational plan writers who had not yet had experience with a Quality Assistance Plan through Fiscal year 1984). Results of these activities are reported in the remainder of this subsection.

. Interviews with Personnel in Department of Adult, Vocational and Technical Education/Illinois State Board of Education

An initial assessment project activity was the conduct of interviews with a total of twelve persons within the Department of Adult, Vocational and Technical Education. Major comments made, in the course of those interviews are reported fully as a last section of Exhibit 6.8. Included are comments and issue statements/questions in three general areas: History of the Quality Assistance Plan; QAP Philosophy/Objectives; and QAP Operational Issues and Considerations. The content of these interviews has been helpful to the Impact Assessment Team as one of the bases of short and long-term QAP project and (long-term) QAP program assessment and planning. The observations and questions posed provided insights to the Impact Assessment Team. It was apparent that State Board personnel were not unanimous in their perceptions of QAP philosophy, objectives and operation, and that state-level technical assistance, based on Fiscal Year 1984 Impact Assessment results could be helpful. Major concerns of State Board personnel were in areas of technical assistance, or monitoring, or both, for local QAP writers. There also was a concern for "getting beyond the paper level" of QAP administration at the state education agency. Most of the questions and concerns posed can now be answered and will be addressed in Fiscal Year 1985 technical assistance.

. The Quality Assistance Plan (QAP) Survey

The Quality Assistance Plan (QAP) Survey consists of seven (7) items. Information on the composition of the sample of vocational plan writers surveyed is provided in Exhibit 6.2, and full survey results are provided as a part of Exhibit 6.8. Items 2, 3 and 4 of the Survey provide particular insights for (long-term) QAP Impact Assessment and

Planning:

2. You have not applied for a QAP. Why not? (Check one please, than go to Item 4.)

(Responses = 37)

30% We did not know about the QAP.
22% We had no appropriate identified needs.
27% The application required too much work for the return.
8% The application opportunity came at the wrong time of year.
14% Other (please specify): *Signed off to AVC (3); We did not qualify in the past (1); Past writers have not applied (1).*

3. You have applied for a QAP but did not receive the funding. Why? (Check one please, then go to Item 4.)

(Responses = 19)

0 The application was turned down.
21% QAP funds were already exhausted.
16% QAP funds were assigned to a regional education agency.
63% Other (please specify): *Did receive funds (2); Did apply for FY'85 (2); Did apply through cooperative effort (1); No explanation (6).*

4. Which of the following best describes your institution?

(Responses = 59)

73% High School
2% Area Vocational Center
3% Educational Service Region
10% Community College
2% University
5% State Agency
5% Other (please specify): *Special Ed. Coop (1); Corrections School District (1); Residential School (1*

A total of 6 respondents completed the final survey item which read, "Please print your name and a phone number if you would like to talk to us about any aspect of the QAP". Four of the 6 respondents were subsequently reached and interviewed by telephone. Most of the comments made by telephone interviewees related to expressing an interest in obtaining more information about the Quality Assistance Plan for Vocational Education.

2.3.2 Planned Activities for Continuation during Fiscal Year 1985

The activity goal for the project continuation during Fiscal Year 1985 is:

> To continue to conduct a third-party evaluation to assess the impact of the Quality Assistance Plan, and to provide technical assistance to state-level personnel and QAP writers, based upon evaluation outcomes.

The project objectives are:

- . Objective 1: Complete (Long-Term) Quality Assistance Plan Project/Program Impact Assessments;
- . Objective 2: Provide, on an ongoing basis, State-Level (RDS/DAVTE/ISBE) Technical Assistance for the Quality Assistance Plan; and
- . Objective 3: Provide, on an ongoing basis, Technical Assistance to Quality Assistance Plan Writers.

The major procedures to be utilized in this evaluation are based upon the resource document Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT).

During the performance of this activity, the development of six (6) unique final products, which will assist state-level and local/regional planners in vocational education program and personnel development, are planned as follows:

- . Composite Descriptive Profiles of all Quality Assistance Plans, funded in Fiscal Years 1982-84;
- . Documentation of (Long-Term) QAP project and program impact assessment outcomes;
- . Documentation of suggested revisions of the Project IMPACT document, Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs;
- . Documentation of outcomes of state-level technical assistance activities;
- . Documentation of outcomes of technical assistance activities provided for QAP plan writers; and
- . A total QAP information system for planning, management and reporting.

3.0 CHARACTERISTICS OF THE QUALITY ASSISTANCE PLAN PROCESS

This section discusses characteristics of the process associated with the Quality Assistance Plan for Vocational Education in Illinois. Included are four sub-sections: State-Level Strengths (3.1); State-Level Limitations (3.2); Local/Regional Strengths (3.3); and Local/Regional Limitations (3.4). Discussions identify strengths and limitations of the QAP process in terms of its potential for impact in Illinois Vocational Education.

3.1 State-Level Strengths

State-level strengths of the process associated with the Quality Assistance Plan for Vocational Education in Illinois include:

- Local needs and needs determination are recognized.
- Flexibility is allowed, with a minimum of state-level monitoring and with a simplicity of application and reporting procedures.
- The Quality Assistance Plan is targeted specifically--for program and personnel development.
- The Quality Assistance Plan is available to all eligible vocational plan writers throughout Illinois.
- Local discretion is allowed, thereby encouraging independence in fulfilling local needs.

3.2 State-Level Limitations

Certain state-level limitations of the process associated with the Quality Assistance Plan for Vocational Education in Illinois have also been identified and include:

- The Quality Assistance Plan, as a (long-term) Program, lacks focus relating to philosophy and program goal/objectives. (The QAP appears to be utilized to accomplish other state-level initiative(s) on occasion.)
- The QAP processing demands on State Board personnel are extensive.

- Available funding for the Quality Assistance Plan is limited, particularly in view of the potential number of eligible vocational plan writers.

- The QAP application/reporting guidelines lack focus relating to evaluation/impact assessment.

- The amount of technical assistance available to QAP plan writers is generally minimal.

- The QAP information system, for planning and management purposes, could be extended to accommodate impact assessment.

- There appears to be a lack of unanimity, within and across sections of State Board personnel, relating to QAP philosophical and operational perspectives.

- Beyond the efforts of the Illinois Vocational Curriculum Center/East Central Network for Curriculum Coordination, there is no established mechanism for actively sharing Quality Assistance Plan (QAP) processes and products among local education agencies on a statewide and/or regional basis.

3.3 Local/Regional Strengths

Local/Regional strengths of the process associated with the Quality Assistance Plan for Vocational Education in Illinois include:

- The QAP forces local and regional planning in Illinois Vocational Education.

- The QAP provides a potential for the development of vocational staff cohesiveness and the elevation of staff morale.

- The QAP fosters creativity on the part of eligible QAP plan writers and teachers.

- The QAP provides opportunities for vocational teachers to upgrade and train for new and additional teaching assignments.

- The QAP provides an opportunity to plan, make decisions and obtain funding for teacher upgrading initiatives.

- The QAP provides an opportunity for a local education agency to perform its responsibility for staff development.

3.4 Local/Regional Limitations

Certain local/regional limitations of the process associated with the Quality Assistance Plan for Vocational Education in Illinois have also been identified and include:

- Only a portion of all eligible local education agencies have applied for a Quality Assistance Plan.

- There exist, within the QAP process, opportunities for inequities, among program areas within an individual local education agency and/or among local education agencies participating in a regional plan. There also exists a potential for jealousies on the part of non-vocational teachers within a local education agency.

- Time and expertise for QAP application, evaluation and reporting are sometimes lacking within some of the local education agencies with QAPs. There was some evidence of lack of imagination on the part of QAP writers found in reviewing all of the Fiscal Year 1982 and 1983 QAP applications and reporting.

- There is a lack of awareness of the existence of the QAP among some local education agencies and, particularly, among teachers within many Illinois Local education agencies.

- There is evidence of a lack of QAP self-evaluation activities within many of the local education agencies.

4.0 CHARACTERISTICS OF THE IMPACT ASSESSMENT DESIGN (IN QAP ASSESSMENT ACTIVITIES)

This section discusses characteristics of the Impact Assessment Design (Project IMPACT) as utilized in the QAP assessment activities. Sub-section 1.2, above, provides a background discussion on Illinois impact assessment projects, including the resource, developed in 1982, titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). This resource has been utilized, to the extent possible, in the current third-party evaluation to assess the impact of the Quality Assistance Plan. It should be noted that the discussions which follow are presented only in the context of the utilization of the Impact Assessment Design of Project IMPACT in Quality Assistance Plan assessment activities. Thus, any discussions presented may not be generalized in terms of an overall evaluation of the use of this resource in Illinois Vocational Education. Included are three sub-sections: Overall Impact Assessment Design (4.1); Project Impact Assessment Design (4.2); and Program Impact Assessment Design (4.3).

4.1 Overall Impact Assessment Design

In addressing the overall usefulness of the Project IMPACT document it is necessary to understand the purpose of the document as well as the research methodologies used in its development. The sub-title of the document explains clearly its purpose: it is an impact assessment design for Research and Development Projects. As such it does not provide (nor was it intended to provide) more specific "how to" for an impact assessment. The design in turn was based upon case studies which resulted in qualitative, rather than quantitative, methodologies and data bases. Further developments of the document, should they occur, might logically address these areas as "next steps".

Project IMPACT defines impact as "the consequence(s) of funded vocational education research and development projects and programs". Webster's New Collegiate Dictionary defines consequence as "that which follows something on which it depends", and suggests that "effect" may be used synonymously. It further explains that "consequence" implies a more remote connection with a cause than does "effect". In the context of the QAP impact assessment, this definition of impact was found to be both comprehensive and workable.

The introductory paragraph of the IMPACT document suggests that impact can be determined by "identifying or obtaining indicators of the changes (e.g. skills, knowledge, attitudes, behaviors, interests, or perceptions) that occur within and among specific audiences". Thus, change might be regarded as evidence of impact (consequence or effect) and provides a means of indirectly measuring impact. In the context of the QAP impact assessment, it would have been helpful to have had further discussion in the IMPACT document regarding evidence of impact, and therefore, its quantification. As an illustration, the one example cited above relates only to changes which take place within individuals. In addition, there are many changes which may take place in processes. This area of change, and its usefulness as evidence of impact, was not addressed.

Additionally, the Project IMPACT document provides an excellent summary of impact classification according to source, time, intent, relationship to goals and their positive or negative nature. Having provided this extensive classification of impact, the developers of the document recommend limiting current assessment efforts to impact source (Project or Program) and time (long-term or short-term).

4.2 Project Impact Assessment Design

Project IMPACT defines a Project as "an activity funded by the Research and Development Section according to Section 120, 130, 131, 132, 133, 135, and 136 of Public Law 94-482". This definition readily includes QAP activities, as projects. Projects, in turn, are classified according to time, with short-term impact defined as "those consequences of research and development program improvement projects assessed within 12 months after the funded life of a project" and long-term impact as "those consequences of research and development program improvement projects assessed 12 months or more after the termination of funding". This strict delineation is convenient and useful to the researcher. However, QAP practitioners had difficulty making this distinction and, in both survey and interview situations, seemed to ignore, for the most part, the time classification of impact.

The procedures suggested by Project IMPACT for assessing short-term and long-term project impact vary slightly from one another and are as follows:

- Short-term project impact assessment:
    1) Reporting of impact related data in project's final report.
    2) Selection of projects for short-term impact assessment (stratified random sample of 20 percent of the completed projects).
    3) Interviews with project staff.
    4) In-depth investigation of short-term impact (including documentation analysis and on-site visitations).
- Long-term project impact assessment:
    1) Selection of projects for long-term impact assessment (random sample of 10 percent of the projects two to five years beyond completion).
    2) Interviews with Research and Development Section staff.
    3) In-depth investigation of long-term impact (including documentation analysis and on-site visitations).

In general, these were the procedures utilized in the QAP impact assessment and as such they were found to be useful. However, the QAP impact assessment deviated from these procedures in two ways. First, the recommended percentages were not followed because the large number of QAP projects would have required prohibitive numbers of in-depth investigations. Second, in order to obtain a broad base of data regarding the impact of the QAP, all Fiscal Year 1982 and 1983

QAP projects were surveyed with a written instrument. In addition, a sample of plan writers who had never participated in the QAP was surveyed. This was considered a more efficient method of obtaining data regarding impact when large numbers of projects are involved.

4.3 Program Impact Assessment Design

Project IMPACT defines a Program as "a group of projects that are seen by the Research and Development Section staff as having related goals". At the present time, QAP projects are funded on an individual basis without a programmatic structure; therefore, long-term impact assessment currently must focus on project impacts. Although (program) goals have not been identified for the QAP at the state level, Project IMPACT suggests four advantages to working within the framework of programs when funding projects and assessing impact. Those advantages apply to the QAP and are as follows:

1. *A program structure can assist individual project directors to see that their project efforts contribute to an overall plan and set of goals, thus tying their project goals and impact assessment to a larger whole.*
2. *A program structure can also aid project directors to set more realistic and attainable expectations for their individual projects since they will be able to understand how project efforts relate to program goals.*
3. *Assessing impacts of programs will help to eliminate the temptation to fund only low payoff, low risk projects because they have a high likelihood of showing a positive impact, in order to fulfill P.L. 94-482 impact requirements. Although high risk projects may have negative impacts, overall program impacts can still be positive.*
4. *A program structure will encourage the planning for long term impact through well conceptualized, multiple-year efforts which allow sufficient time for research, development and dissemination efforts.*

The Sample Program Specific Impact Survey, Part I, was not used in the QAP impact assessment because of its heavy emphasis on product dissemination and usage, and the lack of product dissemination that has existed in the QAP. Although systematic dissemination is recognized as an important step toward achieving impact, Project IMPACT warns against equating impact and product dissemination. It further suggests that impact assessment should reflect the consequences of all project activities, including the dissemination of its products. Therefore, the likelihood of positive impact is increased through effective dissemination activities. Part II of the Sample Survey provides sixteen examples of program specific consequences or effects. This part of the survey could be modified for use in assessing the impact of the QAP Program.

5.0 SUMMARY

This section provides a brief summary of the foregoing sections of this product. Included are subsections relating to Introduction: The Impact Assessment (5.1); Quality Assistance Plan Impact Review and Assessment (5.2); Characteristics of the Quality Assistance Plan Process (5.3); and Characteristics of the Impact Assessment Design (in QAP Assessment Activities) (5.4). Particular emphases have been focused on state-level and local/regional-level planning in the preparation of this section of the final product.

5.1 Introduction: The Impact Assessment

This first section provides an introduction to the Impact Assessment.

5.1.1 Problem Statement: Background on the Quality Assistance Plan (QAP)

In Fiscal Year 1982, staff of the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education initiated the Quality Assistance Plan (QAP) to provide financial and technical assistance to local education agencies for vocational education program and staff development. The Quality Assistance Plan has two major objectives:

1) Program Development, emphasizing improvement of local vocational education programs and services; and

2) Personnel Development, emphasizing improvement of vocational education staff competencies.

During Fiscal Year 1982, 138 Quality Assistance Plans were completed, and in Fiscal Year 1983, 214 Quality Assistance Plans were funded to eligible plan writers, including high schools, area vocational centers, community colleges, and state agencies with approved Local Plans for Vocational Education. A Request for Proposal (RFP) to conduct an impact assessment of the Quality Assistance Plan was announced with a two-fold purpose:

1) to determine short-term impact by assessing Quality Assistance Plan projects funded in Fiscal Year 1983; and

2) to initiate a plan for long-term impact assessment of the Quality Assistance Plan, as a state program, to improve future efforts.

Educational Operations Concepts, Inc. (EOC) was awarded a Funding Agreement to conduct the impact assessment project, as an independent evaluator.

5.1.2 Background on Illinois Impact Assessments

Historically, Illinois State leadership in Vocational Education has placed great emphasis on impact assessment as it relates to research and development activities. Public Law 94-482 provided further impetus to the assessment of the impact of funded activities in relationship to the resources expended.

The Request for Program Improvement Proposals in Vocational Education in 1980 defined impact as "a specific measurable change or effect." Proposers in that year were requested to discuss intended impact in terms of target populations, quantitative and qualitative effects, time-frames, means of achieving impact(s) and methods of evaluating or measuring the impact(s). Discussion of dissemination and utilization strategies were also required as a major component of the impact statement.

In 1982, the University of Illinois, Department of Vocational and Technical Education, in conjunction with the Department of Adult, Vocational and Technical Education, State Board of Education developed a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). This document defined impact as: *the consequence(s) of funded vocational education research and development projects and programs.* Furthermore, impact was discussed and classified in terms of source, time, intent, relationship to goals, and its positive or negative nature. The Project IMPACT resource was utilized, as required in the Fiscal Year 1984 Request for Proposal, in the development of a conceptual framework for this impact assessment project.

5.1.3 Impact Assessment Design and Procedures

It has been useful to note a number of definitions, included in the Department of Adult, Vocational and Technical Education documents noted above, in approaching an impact assessment of the Quality Assistance Plan. These are definitions for *impact, short-term impact, and long-term impact:*

- *impact:* *"a specific measureable change or effect" or "the consequence(s) of funded vocational education research and development projects and programs"*
- *short-term impact:* *"impact which occurs up to 12 months after activity funding has ceased"*
- *long-term impact:* *"impact which occurs 12 months or more after activity funding has ceased"*

The Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan (QAP) has involved the determination of the short-term impact of FY 1983 QAP projects, as well as the initiation of a plan for long-term impact assessment of the QAP, i.e., long-term project and (long-term) QAP program impact. The Impact Assessment Design of Project IMPACT (described earlier) was the assessment resource to be piloted, as feasible and appropriate. The project's impact assessment design may be illustrated with a 3 x 2, or six-cell matrix, as follows:

	QUALITY ASSISTANCE PLAN (QAP)	IMPACT ASSESSMENT DESIGN
Short-Term Project Impact		
Long-Term Project Impact		
(Long-Term) Program Impact		

The major methods of data collection outlined in the Project IMPACT document for long or short-term impact assessment may include:

- interviews
- document analysis
- on-site visits (including additional interviews and document analysis, as well as on-site observations)
- program specific impact survey.

The procedures utilized in the impact assessment incorporated the methods and management plans outlined in the Project IMPACT document. The procedures were designed according to three project components and eight project objectives.

5.2 Quality Assistance Plan Impact Review and Assessment

This section discusses the Quality Assistance Plan (QAP) Impact Review/Assessment activities and results in the performance of the third-party evaluation.

5.2.1 Short-Term Project Impact

Short-term project impact was assessed by means of extensive documentation research, administration of the Quality Assistance Plan (QAP) Impact Survey, on-site visitations and (follow-up) telephone interviews. It was found, in the course of both the on-site visitations and (follow-up) telephone interviews, that the QAP practitioners experienced difficulty in differentiating between long-term and short-term impact concepts. Thus, evidence of impact has been reported as short-term without the short-term/long-term differentiations used elsewhere in this final product.

- Documentation Research

The Quality Assistance Plan (QAP) applications and final reports of all 214 QAPs funded in Fiscal Year 1983 were read and analyzed by the Impact Assessment Team. Sixty-seven percent of the 214 QAPs were funded to high schools, 14 percent to area vocational centers, 12 percent to community colleges, 3 percent to educational service regions, and 2 percent each to universities and state agencies. A total of 26.8 percent of all eligible vocational plan writers applied for Quality Assistance Plans. A total of 8,277 individuals participated in the Fiscal Year 1983 QAPs. Of that number, 6,211 were teachers, representing 75 percent of QAP participants (and representing 48.6 percent of the total vocational teachers in Illinois). A total expenditure of $381,497.53 for the 214 funded QAPs that year represented about .64 of one percent of total federal and state expenditures for vocational education in Illinois during that fiscal year.

. Quality Assistance Plan (QAP) Impact Survey

The Quality Assistance Plan (QAP) Impact Survey was designed in seven (7) major sections, as follows:

I. QAP Activities
II. Changes Resulting from QAP
III. Selection of QAP Activities
IV. Evaluation of QAP Activities
V. QAP Application and Reporting
VI. Future Changes Resulting from the QAP
VII. Background Information

The population surveyed included all vocational plan writers with a Quality Assistance Plan in Fiscal Year 1983 (only) and one-half of those with a QAP in both Fiscal Year 1982 and 1983.

The three QAP activities reported as the largest percentage of survey responses were:

. Held staff inservice meetings or workshops;

. Attended workshops, seminars or professional meetings; and

. Developed or revised/updated courses or curricula.

The three staff changes resulting from QAP activities reported as the largest percentage of responses were:

. Improved teaching methods;

. Improved instructional materials; and

- Improved course content.

The three student changes resulting from QAP activities reported as the largest percentage of responses were:

- Improved student attitudes;
- Improved student skill performance; and
- Improved student academic achievement.

The three methods for selecting the activities for the QAP Project reported as the largest percentage of responses were:

- Needs assessment;
- Staff initiative (other than yours); and
- Your personal initiative.

When asked "were the QAP activities evaluated either during or following their completion?", 74 percent of the FY 1983 (only) respondents answered "yes", as did 88 percent of the FY 1982-83 respondents.

Section V requested the best estimate of total person-hours which had been spent in preparing the QAP application and in preparing the QAP report. Results follow and are expressed as mean person-hours and range of person-hours:

	QAP Application		QAP Final Report	
	FY 1983(only)	FY 1982-83	FY 1983(only)	FY 1982-83
Mean Person-Hours	10.86	23.60	8.9	12.87
Range of Person-Hours	2 to 60	3 to 60	1 to 126	3 to 50

When asked, "Do you think the changes resulting from the QAP project justify the time required for application?", 80 percent of the FY 1983 (only) respondents answered "yes", as did 80 percent of the FY 1982-83 respondents. When asked, "Do you think the changes resulting from the QAP project justify the time required for final reporting?", 72 percent of the FY 1983(only) respondents answered "yes", as did 83 percent of the FY 1982-83 respondents.

. On-Site Visitations

Nine (9) on-site visitations were conducted in the course of the impact assessment and included interviews with sixty-five (65) vocational educators.

Overall, the Impact Assessment Team found participants in past QAPs to be enthusiastic about those activities and eager to share their experiences with others. Each site generously allocated time and space in order to facilitate the visitation. At a majority of the sites, teaching staff were either made available for interviews or their class schedules were provided in order that the Assessment Team could interview them during their preparation periods.

In general, interviewees were able to identify the impacts of their activities, particularly the changes that provided evidence of the impact. Those changes were classifiable as changes in knowledge or understanding, changes in attitudes, and changes in processes or products. Teachers reported that they had gained new ideas, awarenessses, and updates, improved their attitudes, and in many instances, developed or changed instructional materials. Counselors also reported changes that included the development of materials for use in student advisement and career planning. Administrators reported that they "learned about the QAP application and reporting forms", but more importantly, many of them learned to work more closely with their staff members, to seek their input, and to provide encouragement to them. Administrators reported that an unexpected change was the anticipation on the part of the teaching staff regarding each year's QAPs, and the provision of new ideas "automatically" for the application.

Interviewees provided many possible characteristics of staff, products, and processes that contributed toward the achievement of change. Briefly, they included trusting, supportive, visionary, and cooperative characteristics of staff; locally developed and accepted, usable and relevant products; and the involvement of everyone in the implementation process. More importantly for this assessment, they regarded the following characteristics of the QAP to be important in effecting change: its flexibility, discretionary aspects, and responsiveness to local needs and actions. It was recognized that the "bottom line" of all their efforts is "to do something for students".

. (Follow-Up) Telephone Interviews

A total of 28 telephone interviews were conducted as a follow-up to both the Quality Assistance Plan (QAP) Impact Survey as well as the Quality Assistance Plan (QAP) Survey administered to a (one-sixth) sample of eligible vocational plan writers who had never applied for a QAP. All comments made by telephone interviewees were largely positive toward the QAP, as it is administered at the state level, and in terms of its present and future impact for program improvement through program and personnel development. Those plan writers who had written both Fiscal Year 1982 and 1983 Quality Assistance Plans found it difficult conceptually to differentiate short-term and long-term impact(s).

5.2.2 Long-Term Project Impact

Long-term project impact was assessed by means of extensive documentation research, administration of the Quality Assistance Plan (QAP) Impact Survey, and by means of the other short-term project impact procedures discussed above.

. Documentation Research

The Quality Assistance Plan (QAP) applications and final reports for all 138 QAPs funded in Fiscal Year 1982 were read and analyzed by the Impact Assessment Team. Fifty-eight percent of the 138 QAPs were funded to high schools, 16 percent to area vocational centers, 18 percent to community colleges, 4 percent to educational service regions, 4 percent to universities, and 1 percent to state agencies. A total of 17.3 percent of all eligible vocational plan writers applied for Quality Assistance Plans. A total of 4,133 individuals participated in the Fiscal Year 1982 QAPs. Of that number 3,007 were teachers, representing 73 percent of QAP individual participants (and representing 23.2 percent of the total vocational teachers in Illinois). A total expenditure of $189,146.01 for the 138 funded QAPs that year represented about .31 of one percent of total federal and state expenditures for vocational education in Illinois during that fiscal year.

. Quality Assistance Plan (QAP) Impact Survey

The population surveyed included all vocational plan writers with a Quality Assistance Plan in Fiscal Year 1982 (only) and one-half of those with a QAP in both Fiscal Year 1982 and 1983.

The three QAP activities reported as the largest percentage of survey responses were:

. Held staff inservice meetings or workshops;

. Attended workshops, seminars or professional meetings;

. Developed or revised/updated courses or curricula.

The three staff changes resulting from QAP activities reported as the largest percentage of responses were:

. Improved teaching methods;

. Improved instructional materials; and

. Improved course content.

The three student changes resulting from QAP activities reported as the largest percentage of responses were:

. Improved student attitudes;

. Improved student skill performance; and

. Improved student academic achievement.

The five methods for selecting the activities for the QAP Project reported as the largest percentage of responses were:

- Needs assessment;
- Short-term plan writing;
- Staff initiative (other than yours);
- Administrative initiative (other than yours); and
- Your personal initiative.

When asked, "were the QAP activities evaluated either during or following their completion?", 67 percent of the FY 1982 (only) respondents answered "yes", as did 80 percent of the FY 1982-83 respondents.

Section V requested the *best estimate* of total person-hours which had been spent in preparing the QAP *application* and in preparing the QAP *report*. Results follow and are expressed as *mean* person-hours and *range* of person-hours:

	QAP Application		QAP Final Report	
	FY 1982(only)	FY 1982-83	FY 1982(only)	FY 1982-83
Mean Person-Hours	9.25	11.13	5.35	6.77
Range of Person-Hours	2 to 20	3 to 40	1 to 12	2 to 20

When asked, "Do you think the changes resulting from the QAP Project justify the time required for *application*?", 92 percent of the FY 1982 (only) respondents answered "yes", as did 92 percent of the FY 1982-83 respondents. When asked, "Do you think the changes resulting from the QAP project justify the time required for *final reporting*?", 67 percent of the FY 1982 (only) respondents answered "yes", as did 93 percent of the FY 1982-83 respondents.

5.2.3 (Long-Term)Program Impact Review and Assessment Planning

Project IMPACT has defined long-term impact as "those consequences of research and development program improvement projects assessed 12 months or more after the termination of funding". Further, program has been defined as "a group of projects that are seen by the Research and Development Section staff as having related goals."

. Assessment Activities/Outcomes during Fiscal Year 1984

The major Quality Assistance Plan impact assessment emphases during the Fiscal Year 1984 third-party evaluation project have been on short-term project impact assessment, and on planning for both long-term project impact assessment and for (long-term) program impact assessment. Two types of resources utilized in (long-term) program impact assessment planning have been: (1) interviews of personnel in the Department of Adult, Vocational and Technical Education; and (2) administration of the Quality Assistance Plan (QAP) Survey (to a sample of eligible vocational plan writers who had not yet had experience with a Quality Assistance Plan through Fiscal Year 1984).

. Interviews with Personnel in Department of Adult, Vocational and Technical Education/Illinois State Board of Education

An initial assessment project activity was the conduct of interviews with a total of twelve persons within the Department of Adult, Vocational and Technical Education. Included are comments and issue statements/questions in three general areas: History of the Quality Assistance Plan; QAP Philosophy/ Objectives; and QAP Operational Issues and Considerations. The content of these interviews has been helpful to the Impact Assessment Team as one of the bases of short and long-term QAP project and (long-term) QAP program assessment and planning. The observations and questions posed provided insights to the Impact Assessment Team. It was apparent that State Board personnel were not unanimous in their perceptions of QAP philosophy, objectives and operation, and that state-level technical assistance, based on Fiscal Year 1984 Impact Assessment results could be helpful. Major concerns of State Board personnel were in areas of technical assistance, or monitoring, or both, for local QAP writers. There also was a concern for "getting beyond the paper level" of QAP administration at the state education agency. Most of the questions and concerns posed can now be answered and will be addressed in Fiscal Year 1985 technical assistance.

. The Quality Assistance Plan (QAP) Survey

The Quality Assistance Plan (QAP) Survey consists of seven (7) items. The population surveyed included one-sixth of all eligible vocational plan writers who had no Quality Assistance Plans in Fiscal Years 1982, 1983 nor 1984. When asked, "Has your institution ever applied for a Quality Assistance Plan (QAP)?", 63 percent responded, "no". In response to the item, "You have not applied for a QAP. Why not?", thirty percent responded that they did not know about the QAP, 27 percent reported that the application required too much work for the return, and 22 percent reported that no appropriate identified needs existed.

. Planned Activities for Continuation during Fiscal Year 1985

The activity goal for the project continuation during Fiscal Year 1985 is:

> *To continue to conduct a third-party evaluation to assess the impact of the Quality Assistance Plan, and to provide technical assistance to state-level personnel and QAP writers, based upon evaluation outcomes.*

The continuation project objectives are:

. Objective 1: Complete (Long-Term) Quality Assistance Plan Project/Program Impact Assessments;

. Objective 2: Provide, on an ongoing basis, State-Level (RDS/DAVTE/ISBE) Technical Assistance for the Quality Assistance Plan; and

. Objective 3: Provide, on an ongoing basis, Technical Assistance to Quality Assistance Plan Writers.

The major procedures to be utilized in this evaluation are based upon the resource document Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT).

5.3 Characteristics of the Quality Assistance Plan Process

This section discusses characteristics of the process associated with the Quality Assistance Plan for Vocational Education in Illinois. Discussions identify strengths and limitations of the QAP process in terms of its potential for impact in Illinois Vocational Education.

5.3.1 State-Level Strengths

State-level strengths of the process associated with the Quality Assistance Plan for Vocational Education in Illinois include:

- Local needs and needs determination are recognized.
- Flexibility is allowed, with a minimum of state-level monitoring and with a simplicity of application and reporting procedures.
- The Quality Assistance Plan is targeted specifically--for program and personnel development.
- The Quality Assistance Plan is available to all eligible vocational plan writers throughout Illinois.
- Local discretion is allowed, thereby encouraging independence in fulfilling local needs.

5.3.2. State-Level Limitations

Certain state-level limitations of the process associated with the Quality Assistance Plan for Vocational Education in Illinois have also been identified and include:

- The Quality Assistance Plan, as a (long-term) Program, lacks focus relating to philosophy and program goal/objectives. (The QAP appears to be utilized to accomplish other state-level initiative(s) on occasion.)
- The QAP processing demands on State Board personnel are extensive.
- Available funding for the Quality Assistance Plan is limited, particularly in view of the potential number of eligible vocational plan writers.
- The QAP application/reporting guidelines lack focus relating to evaluation/impact assessment.
- The amount of technical assistance available to QAP plan writers is generally minimal.

- The QAP information system, for planning and management purposes, could be extended to accommodate impact assessment.

- There appears to be a lack of unanimity, within and across sections of State Board personnel, relating to QAP philosophical and operational perspectives.

- Beyond the efforts of the Illinois Vocational Curriculum Center/East Central Network for Curriculum Coordination, there is no established mechanism for actively sharing Quality Assistance Plan (QAP) processes and products among local education agencies on a statewide and/or regional basis.

5.3.3 Local/Regional Strengths

Local/Regional strengths of the process associated with the Quality Assistance Plan for Vocational Education in Illinois include:

- The QAP forces local and regional planning in Illinois Vocational Education.

- The QAP provides a potential for the development of vocational staff cohesiveness and the elevation of staff morale.

- The QAP fosters creativity on the part of eligible QAP plan writers and teachers.

- The QAP provides opportunities for vocational teachers to upgrade and train for new and additional teaching assignments.

- The QAP provides an opportunity to plan, make decisions and obtain funding for teacher upgrading initiatives.

- The QAP provides an opportunity for a local education agency to perform its responsibility for staff development.

5.3.4 Local/Regional Limitations

Certain local/regional limitations of the process associated with the Quality Assistance Plan for Vocational Education in Illinois have also been identified and include:

- Only a portion of all eligible local education agencies have applied for a Quality Assistance Plan.

- There exist, within the QAP process, opportunities for inequities, among program areas within an individual local education agency and/or among local education agencies participating in a regional plan. There also exists a potential for jealousies on the part of non-vocational teachers within a local education agency.

- There is a lack of awareness of the existence of the QAP among some local education agencies and, particularly, among teachers within many Illinois local education agencies.
- There is evidence of a lack of QAP self-evaluation activities within many of the local education agencies.

5.4 Characteristics of the Impact Assessment Design (in QAP Assessment Activities)

This section discusses characteristics of the Impact Assessment Design (Project IMPACT) as utilized in the QAP assessment activities. This resource has been utilized, to the extent possible, in the current third-party evaluation to assess the impact of the Quality Assistance Plan. It should be noted that the discussions which follow are presented only in the context of the utilization of the Impact Assessment Design of Project IMPACT in Quality Assistance Plan assessment activities. Thus, any discussions presented may not be generalized in terms of an overall evaluation of the use of this resource in Illinois Vocational Education.

5.4.1 Overall Impact Assessment Design

In addressing the overall usefulness of the Project IMPACT document, it is necessary to understand the purpose of the document as well as the research methodologies used in its development. The sub-title of the document explains clearly its purpose: it is an impact assessment design for Research and Development Projects. As such it does not provide (nor was it intended to provide) more specific "how to" for an impact assessment. The design in turn was based upon case studies which resulted in qualitative, rather than quantitative, methodologies and data bases. Further developments of the document, should they occur, might logically address these areas as "next steps".

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Collegiate Dictionary defines consequence as "that which follows something on which it depends", and suggests that "effect" may be used synonymously. It further explains that "consequence" implies a more remote connection with a cause than does "effect". In the context of the QAP impact assessment, this definition of impact was found to be both comprehensive and workable.

The IMPACT document suggests that impact can be determined by "identifying or obtaining indicators of the changes (e.g., skills, knowledge, attitudes, behaviors, interests, or perceptions) that occur within and among specific audiences". Thus, change might be regarded as evidence of impact (consequence or effect) and provides a means of indirectly measuring impact. In the context of the QAP impact assessment, it would have been helpful to have had further discussion in the IMPACT document regarding evidence of impact, and therefore, its quantification. As an illustration, the one example cited above relates only to changes which take place within individuals. In addition, there are many changes which may take place in processes. This area of change, and its usefulness as evidence of impact, was not addressed.

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5.4.2 Project Impact Assessment Design

Project IMPACT defines a Project as "an activity funded by the Research and Development Section according to Sections 120, 130, 131, 132, 133, 135 and 136 of Public Law 94-482". This definition readily includes QAP activities, as projects. Projects, in turn, are classified according to time, with short-term impact defined as "those consequences of research and development program improvement projects assessed within 12 months after the funded life of a project" and long-term impact as "those consequences of research and development program improvement projects assessed 12 months or more after the termination of funding". This strict delineation is convenient and useful to the researcher. However, QAP practitioners had difficulty making this distinction and, in both survey and interview situations, seemed to ignore, for the most part, the time classification of impact.

In general, the procedures suggested by Project IMPACT were the procedures utilized in the QAP impact assessment and as such they were found to be useful. However, the QAP impact assessment deviated from these procedures in two ways. First, the recommended percentages of selected projects for impact assessments were not followed because the large number of QAP projects would have required prohibitive numbers of in-depth investigations. Second, in order to obtain a broad base of data regarding the impact of the QAP, all Fiscal Year 1982 and 1983 QAP projects were surveyed with a written instrument. In addition, a sample of plan writers who had never participated in the QAP was surveyed. This was considered a more efficient method of obtaining data regarding impact when large numbers of projects are involved.

5.4.3 Program Impact Assessment Design

Project IMPACT defines a Program as "a group of projects that are seen by the Research and Development Section staff as having related goals". At the present time, QAP projects are funded on an individual basis without a programmatic structure; therefore, long-term impact assessment currently must focus on project impacts. Although (program) goals have not been identified for the QAP at the state level, Project IMPACT suggests four advantages to working within the framework of programs when funding projects and assessing impact. Those advantages apply to the QAP and are as follows:

1. *A program structure can assist individual project directors to see that their project efforts contribute to an overall plan and set of goals, thus tying their project goals and impact assessment to a larger whole.*
2. *A program structure can also aid project directors to set more realistic and attainable expectations for their individual projects since they will be able to understand how project efforts relate to program goals.*
3. *Assessing impacts of programs will help to eliminate the temptation to fund only low payoff, low risk projects because they have a high likelihood of showing a positive impact, in order to fulfill P.L. 94-482 impact requirements. Although high risk projects may have negative impacts, overall program impacts can still be positive.*
4. *A program structure will encourage the planning for long term impact through well conceptualized, multiple-year efforts which allow sufficient time for research, development and dissemination efforts.*

A third-party evaluation to assess the impact of the Quality Assistance Plan for Vocational Education in Illinois has resulted in providing answers to a number of questions; additional questions for further investigation have also been generated in the process and will be investigated in the continuation of this impact assessment project during the next fiscal year. It is apparent that a high degree of commonality of thinking exists within Illinois (statewide, locally and regionally) regarding aspects and potentials of the Quality Assistance Plan for Vocational Education. The findings reported herein provide the bases for the conclusions and recommendations related to this third-party evaluation to assess Quality Assistance Plan impact. Conclusions and recommendations are found preceding Section 1.0 of this final product as well as in the project's Final Report.

6.0 EXHIBITS

6.1 Project Abstract

6.2 Composite Data Profiles

6.3 Impact-Related Research Questions

6.4 Composition of Samples: Surveys, On-Site Visitations and Telephone Interviews

6.5 Pilot Survey Package: Quality Assistance Plan (QAP) Impact Survey

6.6 Survey and Survey Follow-Up Packages

6.7 Interview Reporting Format: On-Site Visitations and Telephone

6.8 Data Summaries: Surveys, On-Site Visitations, Telphone Interviews, and Interviews with State Board Personnel

6.9 Bibliography

Exhibit 6.1

PROJECT ABSTRACT

Final Report Abstract

Official Project Title: A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan

Department of Adult, Vocational and Technical Education Funding Agreement Number: R-13-14-0334/0341-496

Project Director: Fred C. McCormick, Ph.D., President

Funded Agency: Educational Operations Concepts, Inc.

Location of Funded Agency: 1773 Skillman West, Saint Paul, Minnesota 55113
(612) 633-1103

Time Period Covered: July 25, 1983 - June 30, 1984

Major Accomplishments of the Project: The Project accomplished its eight (8) objectives, resulting in the following: 1) A composite review of the 214 Quality Assistance Plans funded FY 1983 based on Application Forms and Reporting Forms; 2) Assessment of the short-term impact of a sub-set of the 214 Quality Assistance Plans funded in FY 1983 utilizing a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs; 3) Summarization of impact assessment data obtained in Objectives 1 and 2; 4) Development of a composite review of the 138 Quality Assistance Plans funded in FY 1982 based on Application Forms and Reporting Forms; 5) Initiation of a long-term impact study of the Quality Assistance Plans, utilizing Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs; 6) Documentation of positive and negative characteristics of the Quality Assistance Plan process; 7) Documentation of positive and negative characteristics of the Impact Assessment Design as a resource piloted in the short and long-term impact assessment of the Quality Assistance Plan; and 8) Recommendations of improvements of the Quality Assistance Plan and Impact Assessment Design to the State Board staff to facilitate local program/personnel improvement.

Potential Impact on Vocational Education:

Results of this comprehensive third-party independent evaluation activity will provide for future Illinois approaches in program/personnel development for program improvement through the Quality Assistance Plan, and its assessment of impact. Improved teaching techniques in a substantial number of learning situations within five years after the activity will result. Primary target populations expected to be impacted include students, teachers and counselors, administrators and supervisors, and other community resource persons.

Products Delivered: (indicate titles, types, quantity, recipients and date of delivery)

The following products are associated with this Third-Party Evaluation Project (to be delivered as outlined in the Final Report):

- Progress Report, September 30, 1983 (Two copies);
- Progress Report, December 31, 1983 (Two copies);
- Progress Report, March 31, 1984 (Two copies);
- Final Report, June 30, 1984 (Twenty copies);
- Product: Overview: Quality Assistance Plan Impact (Fiscal Year 1982-83), June 30, 1984 (Twenty copies);

Exhibit 6.2

A COMPOSITE REVIEW
OF THE QUALITY ASSISTANCE PLANS
FUNDED IN FISCAL YEARS 1982 AND 1983

A Project Product: A Third-Party
Evaluation to Assess the Impact of the Quality Assistance Plan
(Funding Agreement Number: R-31-14-X-0334/0341-496)

Prepared for:

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section
Springfield, Illinois

Prepared by:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

The ten data tables which follow have been generated to provide a composite review of the 138 Quality Assistance Plans (QAPs) funded by the Department of Adult, Vocational and Technical Education during Fiscal Year 1982 (1981-82), as well as of the 214 QAPs funded during Fiscal Year 1983 (1982-83). The Evaluation Team members have read the content of all 352 QAP applications and reporting forms represented by the QAP program in Illinois during its first two fiscal years of funding. Following is the listing of tabular results and other summaries available in this document, based on documentation research of the QAP application and reporting forms:

Table 1: Quality Assistance Plans by type of Institution, Fiscal Years 1982 and 1983

Table 2: Quality Assistance Plans by DAVTE Region, Fiscal Years 1982 and 1983

Table 3: Quality Assistance Plans: Activities, Fiscal Year 1982

Table 4: Quality Assistance Plans: Activities, Fiscal Year 1983

Table 5: QAP Evaluation Plans, Fiscal Year 1982

Table 6: QAP Evaluation Plans, Fiscal Year 1983

Table 7: Information from Project Summary Report Form, Fiscal Year 1982

Table 8: Information from Project Summary Report Form, Fiscal Year 1983

Table 9: Project Budget Summary, Fiscal Year 1982

Table 10: Project Budget Summary, Fiscal Year 1983

Table 1: Quality Assistance Plans by type of Institution, Fiscal Years 1982 and 1983

	Fiscal Year 1982		Fiscal Year 1983	
Type of Institution	Number	% of QAP Total	Number	% of QAP Total
High Schools	80	58%	143	67%
Area Vocational Centers	22	16%	30	14%
Educational Service Regions	5	4%	7	3%
Community Colleges	24	18%	26	12%
Universities	5	4%	4	2%
State Agencies	2	1%	4	2%
Totals	138	101%	214	100%

Table 2: Quality Assistance Plans by DAVTE Region, Fiscal Years 1982 and 1983

	Fiscal Year 1982			Fiscal Year 1983		
DAVTE REGION	Number	% of QAP Total	% of DAVTE Region Plan Writers	Number	% of QAP Total	% of DAVTE Region Plan Writers
1	31	22%	43.1%	37	17%	51.4%
2	22	16%	18.8%	28	13%	23.9%
3	17	12%	14.7%	40	19%	34.4%
4	21	15%	17.6%	26	12%	21.8%
5	10	7%	14.1%	21	10%	29.6%
6	15	11%	15.5%	29	14%	29.9%
Suburban Cook/ Lake County	16	12%	29.6%	26	12%	48.1%
Chicago	4	3%	4.5%	3	1%	3.4%
State Agenices	2	1%	3.1%	4	2%	6.3%
Totals	138	100%	17.3%	214	100%	26.8%

Table 3: Quality Assistance Plans: Activities, Fiscal Year 1982

Activities/Numbers Reported*

1. Hold staff inservice meetings/workshops/seminars (45)
2. Revise/update/sequence curricula/course(s), including computer applications (26)
3. Attend workshops/conferences/seminars/professional meetings (not IVA) (22)
4. Attend IVA (22)
5. Visit business and industry (17)
6. Develop/integrate Competency-Based Vocational Education/Competency-Based Instruction (15)
7. Design/develop slides, films, handbooks, brochures, displays, newsletters, or other awareness materials (14)
8. Visit (exchanges) with other vocational education institutions (i.e. high schools, area vocational centers, community colleges, universities, career guidance centers) (13)
9. Develop computer literacy in staff (13)
10. Hold articulation meetings (11)
11. Visit exemplary programs (7)
12. Develop materials for academically disadvantaged (7)
13. Develop new course/program (6)

Table 3: Quality Assistance Plans: Activities, Fiscal Year 1982 (Continued)

Activities/Numbers Reported*

14. Develop career guidance materials (6)
15. Purchase computer software (4)
16. Develop self-evaluation instrument (3)
17. Provide staff training via coursework (2)
18. Revise management approach (2)
19. Utilize Guidance Information System (1)
20. Obtain membership in National Alliance for Post-Secondary Education (1)
21. Link with the Learning Resource Center (1)
22. Develop regional plan for vocational education (1)
23. Develop satellite television consortium (1)

*Note: Totals exceed numbers of QAP projects due to multiple activities.

Table 4: Quality Assistance Plans: Activities, Fiscal Year 1983

Activities/Numbers Reported*

1. Attend workshops/conferences/seminars/professional meetings (not IVA or AVA) (62)
2. Hold staff workshops/inservice meetings (60)
3. Purchase computers/develop staff literacy and implement computer usage (51)
4. Revise/update, adapt curricula (39)
5. Visit business and industry (38)
6. Design/produce brochures, displays, films, newsletters or other awareness materials (32)
7. Visit (exchanges) with other vocational education institutions (i.e. high schools, area vocational centers, community colleges, universities, career guidance centers) (31)
8. Attend AVA (31)
9. Attend IVA (24)
10. Develop competency-based curricula (23)
11. Evaluate/purchase/develop microcomputer software (21)
12. Hold articulation meetings (21)
13. Visit exemplary programs (13)
14. Determine advisement/placement procedures for students (12)
15. Develop new course/curriculum (10)

Table 4: Quality Assistance Plans: Activities, Fiscal Year 1983 (Continued)

Activities/Numbers Reported*

16. Improve career guidance/awareness (e.g., use of HORIZON) (8)
17. Hold planning meetings for a coordination team (6)
18. Take students on field trip/develop student exchanges (5)
19. Develop/purchase materials/software for special populations (5)
20. Conduct business/industry survey (5)
21. Assess vocational education access and equity (3)
22. Purchase membership in National Alliance for Post-Secondary Education (1)
23. Develop list of area business and industry sources for teachers (1)
24. Prioritize on-site evaluation recommendations for inservice (1)
25. Hold open house (1)

*Note: Totals exceed numbers of QAP projects due to multiple activities.

Table 5: QAP Evaluation Plans, Fiscal Year 1982

Evaluation Plan/Numbers Reported*

1. Written comments/reports/logs of attendees/participants (40)
2. Faculty/staff evaluation/review (including departmental meetings, developmental committees, etc.) (38)
3. Monitoring of process by director/supervisor (33)
4. Completion of surveys/instruments/evaluation forms after workshops or meetings (24)
5. Documentation of time/travel/attendance/visits (13)
6. Student progress/achievement (11)
7. Sharing of information with other staff (10)
8. Review/check of products/materials/activities by administrator (9)
9. Monitoring use of final product (9)
10. Student evaluation/follow-up survey (9)
11. Review by Advisory Committee/Boards/State Consultants (9)
12. Observed classroom change (7)
13. Pilot/evaluation of final product (5)
14. Changes in enrollment (4)
15. Presenter evaluation (3)
16. Observed improved articulation (2)

Table 5: QAP Evaluation Plans, Fiscal Year 1982
(Continued)

Evaluation Plan/Numbers Reported*

17. Number of student-teacher conferences (1)
18. Observations of staff morale (1)
19. Increased (observable) motivation and interest (1)

*Note: Totals exceed numbers of QAP projects due to multiple evaluation strategies.

Table 6: QAP Evaluation Plans, Fiscal Year 1983

Evaluation Plan/Numbers Reported*

1. Written comments/reports/logs of attendees/participants (99)
2. Monitoring usage (i.e. displays, micros, software, curriculum guides, etc.) (46)
3. Completion of surveys/instruments/evaluation forms of workshops and meetings (40)
4. Monitoring changes in curriculum or classroom instruction (31)
5. Review/check of products/materials/activities by administrator (27)
6. Advisory committee feedback (19)
7. Sharing of information with other staff (16)
8. Student outcomes (tests, assignments, progress, projects) (15)
9. Students' opinions/surveys/feedback (14)
10. Faculty/staff appraisal (including departmental meetings) (13)
11. Monitoring enrollment changes (8)
12. Determining usefulness of materials in classroom (7)
13. Part of State (DAVTE) or North Central Evaluation (6)
14. Monitoring numbers in attendance (4)
15. Following evaluation guidelines (e.g., DAVTE or ISBE) (3)
16. Basing evaluation on (developed) LDE System (3)
17. Observing impact (1)
18. Measuring growth through changes by Vocational Director (1)
19. Determining degree of articulation (1)
20. Progress Reports (1)

*Note: Totals exceed numbers of QAP projects due to multiple evaluation strategies.

Table 7: Information from Project Summary Report Form, Fiscal Year 1982

What priorit(y)ies was addressed in the project?

Public relations: 29 (7%)
New concepts: 63 (15%)
Basic skill development: 29 (7%)
Access and equity issues: 7 (2%)
Linkages with other agencies: 22 (5%)
Programs responsive to individual or economic needs: 34 (8%)
Competency-based instruction: 32 (7%)
Planning and evaluation activities: 43 (10%)
Personnel development:
  Exchange visits to other agencies: 36 (8%)
  Participation in professional vocational associations: 39 (9%)
  Workshops in vocational education: 63 (15%)
  Visits to exemplary programs and business/industry: 33 (8%)

Total: 430

How many individuals participated or benefited in the project?

Teachers: 3,007 (73%)
Counselors: 285 (7%)
Administrators: 597 (14%)
Students:
Other (please specify): 244 (6%)

Total: 4,133

Were State Board materials used in the project? (yes or no) If yes, please specify.

Yes: 54 (39%)
No: 57 (42%)
No Response: 27 (19%)

Total: 138

Table 8: Information from Project Summary Report Form, Fiscal Year 1983

What priorit(y)ies was addressed in the project?

Career Planning: 10 (1%)
Public relations: 43 (6%)
New concepts: 89 (13%)
Basic skill development: 55 (8%)
Access and equity issues: 10 (1%)
Linkages with other agencies: 39 (6%)
Programs responsive to individual or economic needs: 49 (7%)
Competency-based instruction: 25 (4%)
Planning and evaluation activities: 73 (11%)
Personnel development:
  Exchange visits to other agencies: 54 (8%)
  Participation in professional vocational associations: 59 (9%)
  Workshops in vocational education: 108 (16%)
  Visits to exemplary programs and business/industry: 63 (9%)

Total: 677

How many individuals participated or benefited in the project?

Teachers: 6,211 (75%)
Counselors: 586 (7%)
Administrators: 641 (8%)
Students:
Other (please specify): 839 (10%)

Total: 8,277

Were State Board materials used in the project? (yes or no) If yes, please specify.

Yes: 56 (26%)
No: 120 (56%)
No Response: 38 (18%)

Total: 214

Table 9: Project Budget Summary, Fiscal Year 1982

	Request		Expenditure		Deobligated	
Category	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total
Contractual Services: Total	$193,613.00	(81%)	$153,697.89	(81%)	$39,915.11	(78%)
. Substitutes	72,547.80	(30%)	55,555.08	(29%)	16,992.72	(33%)
. Stipends	40,373.95	(17%)	32,453.71	(17%)	7,920.24	(15%)
. Consultants with Travel	56,282.75	(23%)	43,988.14	(23%)	12,294.61	(24%)
. Facilities	8,722.50	(4%)	7,099.97	(4%)	1,622.53	(3%)
. AV Production/Printing	10,447.00	(4%)	8,754.99	(5%)	1,692.01	(3%)
. Membership/Registration Fees	5,239.00	(2%)	5,846.00	(3%)	(-607.00)	(-1%)
Material Supplies	27,446.40	(11%)	21,059.64	(11%)	6,386.76	(12%)
Travel	19,492.60	(8%)	14,388.48	(8%)	5,104.12	(10%)
Total Project Budget	$240,552.00	(100%)	$189,146.01	(100%)	$51,405.99*	(100%)

*Note: Represents 21% of the $240,552.00 requested and (initially) obligated.

Table 10: Project Budget Summary, Fiscal Year 1983

	Request		Expenditure		Deobligated	
Category	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total
Contractual Services: Total	$399,750.23	(78%)	$288,652.48	(76%)	$111,097.75	(85%)
. Substitutes	124,023.50	(24%)	66,519.17	(17%)	57,504.33	(44%)
. Stipends	101,925.39	(20%)	74,639.51	(20%)	27,285.88	(21%)
. Consultants with Travel	130,628.60	(25%)	112,149.63	(30%)	18,478.97	(14%)
. Facilities	17,996.74	(4%)	9,165.74	(2%)	8,831.00	(7%)
. AV Production/Printing	9,288.00	(2%)	9,639.49	(3%)	(-351.49)	(-.3%)
. Membership/Registration Fees	15,888.00	(3%)	16,538.94	(4%)	(-650.94)	(-.5%)
Material Supplies	64,552.37	(13%)	57,712.16	(15%)	6,840.21	(5%)
Travel	49,033.10	(10%)	35,132.89	(9%)	13,900.21	(11%)
Total Project Budget	$513,335.70	(100%)	$381,497.53	(100%)	$131,838.17*	(100%)

*Note: Represents 26% of the $513,335.70 requested and (initially) obligated.

Exhibit 6.3

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QUALITY ASSISTANCE PLAN (QAP)

Following are sixteen (16) impact-related research questions associated with the Quality Assistance Plan (QAP). This listing has followed interviews of key personnel at DAVTE/ISBE in Springfield, Illinois, and extensive/comprehensive documentation review of FY 1982 and FY 1983 QAP Applications and Reports. It also utilizes the key questions relating to the Impact Assessment Design in the June, 1982 DAVTE Document, Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). (Questions 1 - 10 which follow.) It will be useful to prioritize these research questions in terms of their relative importance in the current year's evaluation activities and preparatory to scoping the content of data collection instrumentation to follow. The major methods of data collection outlined for short-term impact assessment and for planning long-term impact assessment include:

- interviews;
- document analysis;
- program specific impact survey; and
- on-site visits (including additional interviews and document analysis, as well as on-site observations).

All impact assessment instrumentation will include both structured and open-ended items.

It will be useful to note three definitions, included in other DAVTE documents, in reviewing these research questions. These are definitions for *impact, product, and dissemination*, as follows:

- *impact:* *"a specific measurable change or effect" or "the consequence(s) of funded vocational education research and development projects and programs"*
- *product:* *a product may be classified according to five (5) major categories:*
  - *General Information (e.g., bulletins, guidelines, public information materials, rules and regulations, policies and procedures);*
  - *Reports/Studies (e.g., research studies, project final reports, bibliographies);*
  - *Supplementary and/or Resource Aids (e.g., handbooks, program management aids, resource guides);*

- *Educational Products (e.g., curriculum materials, instructional materials, professional development materials); and*
- *Intangible Educational Products (e.g., models, concepts, practices, programs, ideas).*

. *dissemination: dissemination activities are those which assist the target audience to:*

- *Become aware of project outcomes (general information, products, practices, ideas, and/or concepts);*
- *Understand such outcomes and how they could be used;*
- *Decide whether or not to use an outcome; and*
- *Implement and continue to use a project outcome.*

Impact-Related Research Questions

1. How would you describe the major impacts of this project?

   . What impacts were planned for and expected?

   . In what way did planned impacts change during the funded life of the project?

2. Who was the target audience(s) most affected by the project's products?

3. What impacts have occurred on the identified target audience(s)?

4. Who was the "other than" target audience(s) most affected by the project's products?

5. What impacts have occurred on persons/groups other than the identified target audience(s)?

6. What dissemination activities were conducted for this project?

   . What products were disseminated?

   . How were the products disseminated?

   . Who conducted the dissemination activities?

   . How many products were disseminated?

   . How has the dissemination of the project's products affected the impact of this project?

   . What type of continued dissemination of the project's primary products would help to promote the impact of this project?

7. What critical ingredients contributed to the achievement of impacts? For example:

   - What characteristics of the project staff contributed to impact?
   - What characteristics of other key individuals or groups contributed to impact?
   - What characteristics of the product contributed to impact?
   - What characteristics of the setting contributed to impact?
   - What aspects of the implementation process contributed to impact?

8. Who or what factors inhibited the achievement of impacts? For example:

   - What characteristics of the project staff inhibited the achievement of impacts?
   - What characteristics of other key individuals or groups inhibited the achievement of impacts?
   - What characteristics of the product inhibited the achievement of the impacts?
   - What aspects of the implementation process inhibited the achievement of impacts?

9. Who are key individuals/groups and sites which could be contacted or visited to gain further evidence of the impacts of this project?

10. What are the potential long term impacts of this project?

    - What future impacts are most likely to occur?
    - Who might be affected by future impacts?

11. Do the impacts justify the time and efforts associated with the QAP application process:

    - at the local level?
    - at the regional level?
    - at the state level?

12. Do the impacts justify the time and efforts associated with the OAP reporting process:

    - at the local level?
    - at the regional level?
    - at the state level?

13. How are QAP activities selected? Are they based upon:

    - needs assessment?
    - personal interest on the part of the plan writer?

- . short/long term plan writing?
- . state evaluation activities?
- . state planning initiatives?
- . a sharing of QAP products?
- . evaluation of a previous QAP?
- . other?

14. Is there a relationship between the method used to select QAP activities (as in Question 13) and the demonstrable impact resulting from the QAP product?

15. Is there a relationship between the QAP activities conducted and the demonstrable impact resulting from the QAP project?

16. Is there a relationship between the evaluation plan of the QAP application and the demonstrable impact resulting from the QAP project?

    NOTE: Applicable only if formative (not summative) evaluation was performed.

Results of Research and Development Staff and Regional Vocational Administrators

Rankings of Sixteen Impact-Related Research Questions*

Item Number	Mean	Ranking of Mean
1	3.8	1
2	7.6	7
3	8.5	8
4	11.2	13
5	11.3	14
6	11.6	16
7	5.3	2
8	5.8	3
9	10.8	12
10	6.4	5
11	7.5	6
12	9.7	10
13	5.9	4
14	8.9	9
15	10.6	11
16	11.4	15

N = 10

* NOTE: Relating to "A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan (DAVTE Funding Agreement Number: R-31-14-X-0334/0341-496), being performed during FY 1984 by:

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Exhibit 6.4

COMPOSITION OF SAMPLES: SURVEYS, ON-SITE VISITATIONS AND TELEPHONE INTERVIEWS

. Overall: Vocational Plan Writers

789 Vocational Plan Writers

- 234 Vocational Plan Writers with FY 1982, 1983 and/or 1984 QAP

555 Vocational Plan Writers with no QAP in FY 1982, 1983 and/or 1984

Vocational Plan Writers with:

. FY 1982 QAPs: 29 sites (19 high schools, 3 area vocational centers, 6 community colleges, 1 university)

. FY 1983 QAPs: 109 sites (83 high schools, 11 area vocational centers, 11 community colleges, 2 educational service regions, 2 state agencies)

. FY 1982 and 1983 QAPs: 59 sites (29 high schools, 14 area vocational centers, 8 community colleges, 3 educational service regions, 2 state agencies, 3 universities)

. TOTAL: 197 sites (131 high schools, 28 area vocational centers, 25 community colleges, 5 educational service regions, 4 state agencies, 4 universities)

. Quality Assistance Plan (QAP) Survey

The (non-QAP) sample of Vocational Plan writers totaled 101, or about one-sixth of the 555 vocational plan writers with no QAP in FY 1982, 1983 and/or 1984. Returns were received from 59 of the 101 sent, for a 58.4% response rate.

. Quality Assistance Plan (QAP) Impact Survey

The Quality Assistance Plan (QAP) Impact Survey was designed in two versions, i.e., for long-term and short-term impact. All vocational plan writers with FY 1982 (only) QAPs (29 sites) and one-half of the vocational plan writers with FY 1982 and 1983 QAPs (30 sites) were surveyed for long-term impact. Likewise, all vocational plan writers with FY 1983 (only) QAPs (109 sites) and one-half of the vocational plan writers with both FY 1982 and 1983 QAPs (29 sites) were surveyed for short-term impact. The (full-population) samples and response rates are summarized in the two tabular summaries which follow.

Quality Assistance Plan (QAP)
Impact Survey
Response Rates (Type of Impact)

	Returned	Sent	% Response
Long-Term: FY 1982 (only)	12	29	41.4
Long-Term: FY 1982 and 1983	25	30	83.3
Short-Term: FY 1982 and 1983	24	29	82.8
Short-Term: FY 1983 (only)	76	109	69.7
Totals:	137	197	69.5

Quality Assistance Plan (QAP)
Impact Survey
Response Rates (Type of Institution)

	Returned	Sent	% Response
High School	90	131	68.7
Area Vocational Center	21	28	75.0
Community College	17	25	68.0
University	3	4	75.0
Educational Service Region	4	5	80.0
State Agency	2	4	50.0
Totals:	137	197	69.5

. On-Site Visitations

A total of nine (9) on-site visitations were conducted by the Impact Assessment Team, at 4 high schools, 3 area vocational centers, 1 community college and 1 educational service region. Four of the nine sites visited represented vocational plan writers with both FY 1982 and 1983 QAPs. Five of the nine sites represented vocational plan writers with FY 1983 (only) QAPs.

. Telephone Interviews: Survey Follow-Up

All surveys included a final item, which read: "Please print your name and a phone number *if* you would like to talk to us about any aspect of the QAP." As a follow-up to responses associated with that item, a total of 28 telephone interviews were conducted. The composition of the 28 interviewees was as follows:

Type of Institution	Long-Term Impact		Short-Term Impact		
	FY 1982 (Only) N=7	FY 1982 and 1983 N=5	FY 1982 and 1983 N=6	FY 1983 (Only) N=6	No QAP N=4
High School	3	1	2	2	1
Area Vocational Center	2	1	1	2	1
Community College	1	1	1	1	1
Educational Service Region	1	1	1	1	1
University	0	1	1	0	0

Exhibit 6.5

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113

March 22, 1984

MEMORANDUM

TO: A select group of Illinois Vocational Educators

FROM: Fred C. McCormick, Ph.D., President/Project Director
Eileen R. McCormick, Project Associate

Educational Operations Concepts, Inc. is currently conducting a third-party evaluation to assess the impact of the Quality Assistance Plan (QAP). We will be administering an Impact Survey among those educational agencies which had a QAP during the 1981-82 and/or 1982-83 school years, but not among those which have a QAP for the first time during this 1983-84 school year. Your agency has been identified as having a current (1983-84) year QAP for the first time. Thus, on behalf of the Illinois State Board of Education/Department of Adult, Vocational and Technical Education, we are asking for your special and qualified assistance in the conduct of a piloting of the QAP Impact Survey.

Your doing the following within two days, utilizing the attached copy of the Survey draft, will be especially appreciated:

1) Complete the Survey. We realize that some of the Survey items may not completely "fit" your current situation and experience during this, your first QAP year; however, we know you will do your best.

2) After you have completed the Survey, look briefly at each item in terms of two characteristics:

   * Its relevance
   * Its clarity

   Write any comments you wish about any item.

3) Write on the Survey forms any suggestions you may have for:

   * Changing any items
   * Dropping any items
   * Adding any new items which might yet be considered for the Survey.

4) Retain a copy of your completed Survey (which will include any notes you have added).

5) Return the Survey draft. Please fold, staple or tape closed (postage is provided) and return within two days to us at Educational Operations Concepts, Inc.

Any Survey responses or other comments you send us during this piloting effort will be used only by us to improve the Survey and will not be reported in any way. We will try to reach you by telephone by Friday, March 30, in order to talk with you for a few minutes about the Survey. Having your copy available at that time may be helpful to you.

Many thanks. Your valued assistance is appreciated.

Exhibit 6.6

**Illinois
State Board of
Education**

EDUCATION IS EVERYONE'S FUTURE

100 North First Street
Springfield, Illinois 62777
217/782-4321

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

March, 1984

Dear Illinois Educator:

One of our major program improvement projects during the current school year is a third-party evaluation to assess the impact of the Quality Assistance Plan (QAP). The contractor is Educational Operations Concepts, Inc. (EOC) and the project director is Dr. Fred C. McCormick, President of EOC. A major objective of this study is to determine the changes that have resulted locally because of the Quality Assistance Plan. We would like to use your vocational education program as part of a statewide sample. Individual districts will not be identified, assuring local anonymity.

Your cooperation in responding to the contractor's survey will be appreciated, and results of the study will be made available to you. This effort will assist us in providing directions as to what we could do to help local programs. Thank you in advance for your efforts and interest.

Sincerely,

James Galloway

James R. Galloway
Assistant Superintendent
Adult, Vocational and Technical
Education

bac/3788R

Chicago Office
188 West Randolph
Chicago, Illinois 60601
312/793-2220

Southern Illinois Regional Office
First Bank and Trust Building
Suite 214, 123 South 10th Street
Mt. Vernon, Illinois 62864
618/242-1676

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March 1984

Quality Assistance Plan (QAP)
Impact Survey

The purpose of this survey is to gather data for use in assessing the short-term impact of the Quality Assistance Plan (QAP). (Short-term is defined as up to 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1983 (1982-83 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

____A. Held staff inservice meetings or workshops.
____B. Attended workshops, seminars or professional meetings.
____C. Visited business and industry exemplary programs or other vocational education institutions.
____D. Developed or revised/updated courses or curricula.
____E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
____F. Purchased, developed, or evaluated computer software.
____G. Other (please specify): ______________________________
____H. Other (please specify): ______________________________

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: _X_ *1 Improved teaching methods.* _B, C_
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

Check changes which took place.		Place letter(s) of activity that caused change.
____	1. Improved teaching methods....................................	____________
____	2. Improved instructional materials.............................	____________
____	3. Improved course content......................................	____________
____	4. Improved classroom management	____________
____	5. Addition of course(s)..	____________
____	6. Deletion of course(s)..	____________
____	7. Improved use of community resources..........................	____________
____	8. Improved career guidance.....................................	____________
____	9. Improved administrative management...........................	____________
____	10. Other (please specify):______________________________	____________
____	11. Other (please specify):______________________________	____________
____	12. No changes relating to staff are known to have occurred....	____________

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.)

____1. 1 to 9
____2. 10 to 49
____3. 50 to 99
____4. 100 or more
____5. No changes were indicated in A above.

C. Student Changes

Check changes which took place.		Place letter(s) of activity that caused change.
____	1. Improved student attitudes....................................	________
____	2. Improved student skill performance..........................	________
____	3. Improved student academic achievement......................	________
____	4. Improved student behavior.....................................	________
____	5. Other (please specify): ______________________	________
____	6. No changes relating to students are known to have occurred...	________

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.)

____ 1. 1 to 24
____ 2. 25 to 99
____ 3. 100 to 499
____ 4. 500 or more
____ 5. No changes were indicated in C above.

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project.

A. QAP activity selection was based upon (check as many as appropriate):

____ 1. Needs assessment
____ 2. Short-term plan writing
____ 3. Long-term plan writing
____ 4. State evaluation activities
____ 5. State planning initiative
____ 6. Staff initiative (other than yours).
____ 7. Administrative initiative (other than yours).
____ 8. Community initiative (e.g., advisory committee)
____ 9. Your personal initiative
____ 10. A sharing of QAP products
____ 11. Evaluation of previous QAP
____ 12. Other (please specify): ____
____
____

IV. Evaluation of QAP Activities

Instructions: Please provide the following information.

A. Were the QAP activities evaluated either during or following their completion? ____ yes ____ no ____ don't know

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? ______________________

C. If yes (A above), please describe the evaluation method(s). ________
____
____

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.

________ person-hours for application.

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.

________ person-hours for final report.

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.)

____ Yes ____ No ____ Don't know.

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

____ Yes ____ No ____ Don't know.

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? ____________________

B. Who might be affected by those changes? ____________________

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) ____________________

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency.

A. In what type of institution or agency do you work? (Check only one.)

____1. High School
____2. Area Vocational Center
____3. Community College
____4. University
____5. Educational Service Region
____6. State Agency
____7. Other (please specify): ________

B. What is your job title? ____________________

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) ____________________

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ____________________

Phone: (   ) __________

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

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QUALITY ASSISTANCE PLAN (QAP) SURVEY

Please Fold Along Dotted Line for Mailing.

1773 Skillman West
Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

March 1984

Quality Assistance Plan (QAP)
Impact Survey

The purpose of this survey is to gather data for use in assessing the long-term impact of the Quality Assistance Plan (QAP). (Long-term is defined as more than 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1982 (1981-82 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

____A. Held staff inservice meetings or workshops.
____B. Attended workshops, seminars or professional meetings.
____C. Visited business and industry exemplary programs or other vocational education institutions.
____D. Developed or revised/updated courses or curricula.
____E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
____F. Purchased, developed, or evaluated computer software.
____G. Other (please specify): ______
____H. Other (please specify): ______

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: *X* *1. Improved teaching methods.* *B, C*
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

Check changes which took place.		Place letter(s) of activity that caused change.
____	1. Improved teaching methods	________
____	2. Improved instructional materials	________
____	3. Improved course content	________
____	4. Improved classroom management	________
____	5. Addition of course(s)	________
____	6. Deletion of course(s)	________
____	7. Improved use of community resources	________
____	8. Improved career guidance	________
____	9. Improved administrative management	________
____	10. Other (please specify): ________	________
____	11. Other (please specify): ________	________
____	12. No changes relating to staff are known to have occurred	________

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.)

____1. 1 to 9
____2. 10 to 49
____3. 50 to 99
____4. 100 or more
____5. No changes were indicated in A above.

C. Student Changes

Check changes which took place.

Place letter(s) of activity that caused change.

____ 1. Improved student attitudes.................................. ____
____ 2. Improved student skill performance......................... ____
____ 3. Improved student academic achievement...................... ____
____ 4. Improved student behavior.................................. ____
____ 5. Other (please specify): ________________________ ____
____ 6. No changes relating to students are known to have occurred... ____

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.)

____ 1. 1 to 24
____ 2. 25 to 99
____ 3. 100 to 499
____ 4. 500 or more
____ 5. No changes were indicated in C above.

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project.

A. QAP activity selection was based upon (check as many as appropriate):

____ 1. Needs assessment
____ 2. Short-term plan writing
____ 3. Long-term plan writing
____ 4. State evaluation activities
____ 5. State planning initiative
____ 6. Staff initiative (other than yours).
____ 7. Administrative initiative (other than yours).
____ 8. Community initiative (e.g., advisory committee)
____ 9. Your personal initiative
____ 10. A sharing of QAP products
____ 11. Evaluation of previous QAP
____ 12. Other (please specify): ____
____
____

IV. Evaluation of QAP Activities

Instructions: Please provide the following information.

A. Were the QAP activities evaluated either during or following their completion? ____ yes ____ no ____ don't know

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? ________________________

C. If yes (A above), please describe the evaluation method(s). ____________
____
____

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.

________ person-hours for application.

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.

________ person-hours for final report.

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.)

____ Yes ____ No ____ Don't know.

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

____ Yes ____ No ____ Don't know.

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? ________________________________

B. Who might be affected by those changes? ________________________________

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) ________________________________

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency.

A. In what type of institution or agency do you work? (Check only one.)

____1. High School
____2. Area Vocational Center
____3. Community College
____4. University
____5. Educational Service Region
____6. State Agency
____7. Other (please specify): ________

B. What is your job title? ________________________________

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) ________________________________

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ________________________________

Phone: (   ) ____________

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

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QUALITY ASSISTANCE PLAN (QAP) SURVEY

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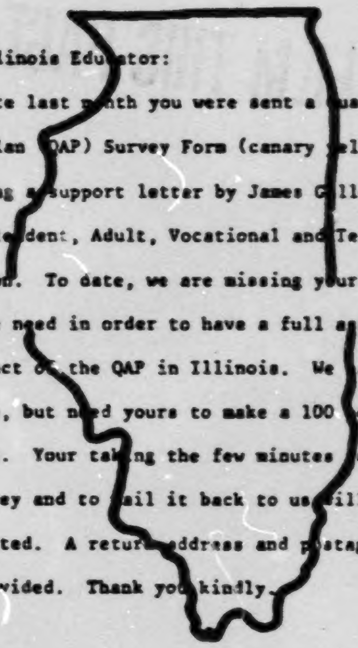
1773 Skillman West
Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

OUR PICTURE OF THE IMPACT OF THE QUALITY ASSISTANCE PLAN (QAP) IN ILLINOIS WILL NOT BE COMPLETE UNTIL WE HEAR FROM YOU!

April, 1984



Dear Illinois Educator:

Late last month you were sent a Quality Assistance Plan (QAP) Survey Form (canary yellow color), including a support letter by James Galloway, Assistant Superintendent, Adult, Vocational and Technical Education. To date, we are missing your response, which we need in order to have a full assessment of the impact of the QAP in Illinois. We have a high response, but need yours to make a 100 percent response. Your taking the few minutes to complete the Survey and to mail it back to us will really be appreciated. A return address and postage have been provided. Thank you kindly.

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

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March 1984

Exhibit 6.6

Quality Assistance Plan (QAP) Survey

The purpose of this survey is to gather data for use in assessing participation in the Quality Assistance Plan (QAP). The Quality Assistance Plan was initiated in FY 1982 by the Department of Adult, Vocational and Technical Education (DAVTE), Illinois State Board of Education. It is designed to provide financial and technical assistance to local education agencies for vocational education program and staff development.

Completion of this survey will take less than five minutes.

Instructions: Please answer the following questions as directed.

1. Has your institution ever applied for a Quality Assistance Plan (QAP)? (Check one please, then go to the item indicated by your answer.)

    ____ No (Go to Item 2)
    ____ Yes (Go to Item 3)
    ____ Don't know (Go to Item 4)

2. You have not applied for a QAP. Why not? (Check one please, then go to Item 4.)

    ____ We did not know about the QAP.
    ____ We had no appropriate identified needs.
    ____ The application required too much work for the return.
    ____ The application opportunity came at the wrong time of year.
    ____ Other (please specify): ____________________

3. You have applied for a QAP but did not receive the funding. Why? (Check one please, then go to Item 4.)

    ____ The application was turned down.
    ____ QAP funds were already exhausted.
    ____ QAP funds were assigned to a regional education agency.
    ____ Other (please specify): ____________________

4. Which of the following best describes your institution?

    ____ High School
    ____ Area Vocational Center
    ____ Educational Service Region
    ____ Community College
    ____ University
    ____ State Agency
    ____ Other (please specify): ____________________

5. What is your job title? ____________________

6. Please feel free to provide any additional comments you would like to make about the Quality Assistance Plan. (Insert pages if needed.) ____________________

7. Please print your name and a phone number if you would like to talk to us about any aspect of the QAP.

    Name: ____________________
    Phone: ( ) ____________________

Thank you for completing this questionnaire. Please fold, staple or tape closed, (postage is provided) and return to:

Educational Operations Concepts, Inc.
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Saint Paul, Minnesota 55113
(612) 633-1103

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QUALITY ASSISTANCE PLAN (QAP) SURVEY

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Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

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Exhibit 6.7

Quality Assistance Plan (QAP)
Impact Assessment
(On-Site Interview Form)

QAP in FY 1982 ____ QAP in FY 1983 _____

From survey:

- Activities:
- Selection of Activities:
- Evaluation Summary:

1. How did you participate in the Quality Assistance Plan (QAP)?

2. What do you think were the major changes that resulted from the QAP? (Try to relate these to):

   a) '82, '83, or both

   b) Teachers -

      Counselors -

      Administrators -

      Students -

      Others -

   c) Planned or unplanned

   d) Related activity (what brought about changes?)

   e) Positive - negative

3. Were there any changes expected that did not occur?

4. What factors contributed toward or discouraged the achievement of change(s)? (Try to relate to):

   a) Characteristics of Staff -

   b) Characteristics of Other Individuals/Groups -

   c) Characteristics of Products -

   d) Aspects of Implementation Process

   e) Other -

5. Did the changes or effects justify the time and effort required for application? Explain:

   . Locally

   . Regionally

6. Did the changes or effects justify the time and effort required for reporting? Explain:

   . Locally

   . Regionally

7. What are some possible future changes or effects that may result from the QAP?

8. Were there dissemination or sharing activities? What were they (including project documentation available)?

9. Who else might have insights regarding the changes or effects of this project?

Date:

Site Location:

Person(s) Interviewed:

104

Exhibit 6.8

DATA SUMMARIES: SURVEYS, ON-SITE VISITATIONS, TELEPHONE INTERVIEWS, AND STATE BOARD PERSONNEL INTERVIEWS

. SURVEYS:

- Quality Assistance Plan (QAP) Impact Survey
  . Long-Term: FY 1982 (Only)
  . Long-Term: FY 1982 and 1983
  . Short-Term: FY 1982 and 1983
  . Short-Term: FY 1983 (Only)
- Quality Assistance Plan (QAP) Impact Survey: Percent Responses per Survey Item, According to Four Groups Comprising Population
- Quality Assistance Plan (QAP) Impact Survey: Number of Responses per Respondent, According to Four Groups Comprising Population
- Quality Assistance Plan (QAP) Survey

. ON-SITE VISITATIONS

. TELEPHONE INTERVIEWS

. INTERVIEWS WITH STATE BOARD PERSONNEL

March 1984 *Long Term: FY 1982(Only)*

Quality Assistance Plan (QAP) *N=12*
Impact Survey

The purpose of this survey is to gather data for use in assessing the long-term impact of the Quality Assistance Plan (QAP). (Long-term is defined as more than 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1982 (1981-82 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities *(Responses = 38)*

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

18% A. Held staff inservice meetings or workshops.
26% B. Attended workshops, seminars or professional meetings.
13% C. Visited business and industry exemplary programs or other vocational education institutions.
16% D. Developed or revised/updated courses or curricula.
5% E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
11% F. Purchased, developed, or evaluated computer software.
11% G. Other (please specify): *(See additional pages)*
0 H. Other (please specify): ____

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: X 1. Improved teaching methods. B, C
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

(Responses = 40) Check changes which took place. *(Responses = 75)* Place letter(s) of activity that caused change.

25% 1. Improved teaching methods.................................. *(See additional pages.)*
15% 2. Improved instructional materials.......................... ____
13% 3. Improved course content................................... ____
10% 4. Improved classroom management .... ____
10% 5. Addition of course(s)...................................... ____
3% 6. Deletion of course(s)....................................... ____
8% 7. Improved use of community resources......................... ____
8% 8. Improved career guidance.................................... ____
5% 9. Improved administrative management.......................... ____
5% 10. Other (please specify): *(See additional pages.)* ____
____ 11. Other (please specify): ____ ____
____ 12. No changes relating to staff are known to have occurred.... ____

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.) *(Responses = 12)*

58% 1. 1 to 9
25% 2. 10 to 49
17% 3. 50 to 99
____ 4. 100 or more
____ 5. No changes were indicated in A above.

(Responses = 18) **C. Student Changes** *(Responses = 17)*

Check changes which took place.

Place letter(s) of activity that caused change.

11% 1. Improved student attitudes............................... *(See additional pages*
28% 2. Improved student skill performance.............................. ____
17% 3. Improved student academic achievement.......................... ____
6% 4. Improved student behavior.. ____
6% 5. Other (please specify): *(See additional pages.)* ____
33% 6. No changes relating to students are known to have occurred... ____

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.) *(Responses = 12)*

0% 1. 1 to 24
33% 2. 25 to 99
16% 3. 100 to 499
0% 4. 500 or more
50% 5. No changes were indicated in C above.

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project. *(Responses = 41)*

A. QAP activity selection was based upon (check as many as appropriate):

10% 1. Needs assessment
20% 2. Short-term plan writing
10% 3. Long-term plan writing
7% 4. State evaluation activities
2% 5. State planning initiative
15% 6. Staff initiative (other than yours).
12% 7. Administrative initiative (other than yours).
5% 8. Community initiative (e.g., advisory committee)
15% 9. Your personal initiative
2% 10. A sharing of QAP products
2% 11. Evaluation of previous QAP
0% 12. Other (please specify): ____

IV. Evaluation of QAP Activities

Instructions: Please provide the following information. *(Responses = 12)*

A. Were the QAP activities evaluated either during or following their completion? *67%* yes *8%* no *17%* don't know *8% No Response*

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? *(See additional pages.)*

C. If yes (A above), please describe the evaluation method(s). *(See additional pages.)*

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.

Mean = 9.25 person-hours for application. *Range: 2 to 20 hours*

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.

Mean = 5.35 person-hours for final report. *Range: 1 to 12 hours*

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.) *(Responses = 12)*

92% Yes *0* No *8%* Don't know.

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

67% Yes *8%* No *25%* Don't know.

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? *(See additional pages.)*

B. Who might be affected by those changes? *(See additional pages.)*

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) *(See additional pages.*

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency. *(N = 12)*

A. In what type of institution or agency do you work? (Check only one.)

5 1. High School
3 2. Area Vocational Center
[illegible] 3. Community College
___ 4. University
___ 5. Educational Service Region
___ 6. State Agency
___ 7. Other (please specify): ___

B. What is your job title? *(See additional pages.)*

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) *(Responses = 24)* *QAP Writer = 29%, Director = 29%, Evaluator = 21%, Participant = 21%*

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ___

Phone: ( ) ___

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to:
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

I. QAP Activities (continued)

G. Other (please specify):

- *Competency based instruction*
- *Visit feeder schools*
- *Visited AVC*
- *Developed vocational-technical briefing*

II. Changes Resulting from QAP (continued)

A. Staff Changes

10. Other (please specify):
    - *Competency based instruction*
    - *Improved career sequencing*

C. Student Changes

5. Other (please specify):
    - *Improved knowledge of new fields*

IV. Evaluation of QAP Activities (continued)

B. (by job title)

- *Vocational Director/Coordinator (4)*
- *Dean of Career Programs (2)*
- *Assistant Manager (1)*
- *Dean of Instruction (1)*

C. Describe evaluation methods

- *Questionnaires/surveys (3)*
- *Interviews (2)*
- *Faculty evaluation forms (2)*
- *Staff development coordination (1)*
- *Review of materials (1)*
- *Number of people who used it (1)*

VI. Future Changes Resulting from the QAP

A. Changes likely to happen in the future.

- *Improved coordination of courses with AVC (1)*
- *Better student involvement (1)*

- *Curricular knowledge/ability to design course (2)*
- *Upgraded materials/curriculum (2)*
- *Improved space and safety monitoring (1)*
- *New courses (1)*
- *Elimination of courses (1)*
- *More teachers using computers (1)*
- *Better career guidance (1)*
- *Improved awareness of Community College Programs by community and students (1)*
- *Increased enrollments (1)*

B. Who might be affected by changes?

- *Students (8)*
- *Faculty/staff (7)*
- *Community (1)*
- *Administration (1)*
- *Business and Industry (1)*

C. Additional Comments

- *More money for travel (2)*
- *Not enough money (1)*
- *Good program ! (1)*
- *Visitations could not have happened without QAP (1)*
- *State should develop detailed CB outlines (1)*

VII. Background

B. What is your job title?

- *Principal/Assistant Principal (2)*
- *Vocational Director (1)*
- *Director of Instruction (1)*
- *Associate Dean, Human Resources Development (1)*
- *Dean of Instruction (1)*
- *Career Guidance Counselor (1)*
- *Dean of Career Programs (1)*
- *Director of Business Services and Vocational Education (1)*
- *Assistant Dean (1)*
- *Manager (1)*
- *Administrative Assistant, Vocational Education (1)*

Long-Term: FY 1982 (Only)

Relationship of QAP Activities to Staff Changes

Activity That Caused Change (From: I. QAP Activities)

II. A. Staff Changes	A N	A %	B N	B %	C N	C %	D N	D %	E N	E %	F N	F %	G N	G %	H N	H %	Total N	Total %
1. Improved teaching methods	4	20	9	45	4	20	2	10	0	0	0	0	1	5	0	0	20	27
2. Improved instructional materials	1	11	3	33	0	0	3	33	1	11	0	0	1	11	0	0	9	12
3. Improved course content	1	11	2	22	2	22	3	33	0	0	1	11	0	0	0	0	9	12
4. Improved classroom management	3	38	2	25	2	25	1	13	0	0	0	0	0	0	0	0	8	11
5. Addition of course(s)	2	25	2	25	2	25	1	13	0	0	1	13	0	0	0	0	8	11
6. Deletion of course(s)	1	25	1	25	1	25	1	25	0	0	0	0	0	0	0	0	4	5
7. Improved use of community resources	0	0	0	0	1	25	1	25	1	25	0	0	1	25	0	0	4	5
8. Improved career guidance	0	0	0	0	0	0	1	33	1	33	1	33	0	0	0	0	3	4
9. Improved administrative management	1	25	2	50	1	25	0	0	0	0	0	0	0	0	0	0	4	5
10. Other (please specify)	2	33	0	0	1	16	1	16	0	0	0	0	2	33	0	0	6	8
11. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	15	20	21	28	14	19	14	19	3	4	3	4	5	7	0	0	75	100
Frequency of Response from I		18		26		13		16		5		11		11		0		
Change: I to II A		+2		+2		+6		+3		-1		-7		-4		0		

Long-Term: FY 1982 (Only)

Relationship of QAP Activities to Student Changes

Activity That Caused Change (From: I. QAP Activities)

II. C. Student Changes	A N	A %	B N	B %	C N	C %	D N	D %	E N	E %	F N	F %	G N	G %	H N	H %	Total N	Total %
1. Improved student attitudes	0	0	0	0	0	0	1	50	1	50	0	0	0	0	0	0	2	12
2. Improved student skill performance	2	22	3	33	2	22	1	11	0	0	1	11	0	0	0	0	9	53
3. Improved student academic achievement	1	20	2	40	0	0	2	40	0	0	0	0	0	0	0	0	5	29
4. Improved student behavior	0	0	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	6
5. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	18	5	29	2	12	5	29	1	6	1	6	0	0	0	0	17	100
Frequency of Response from I		18		26		13		16		5		11		11		0		
Change: I to II C		0		+2		-1		+13		+1		-5		-11		0		

Long Term = FY 1982 and 1983

Quality Assistance Plan (QAP) *N = 25*
Impact Survey

The purpose of this survey is to gather data for use in assessing the long-term impact of the Quality Assistance Plan (QAP). (Long-term is defined as more than 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1982 (1981-82 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities *(Responses = 102)*

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

17% A. Held staff inservice meetings or workshops.
22% B. Attended workshops, seminars or professional meetings.
15% C. Visited business and industry exemplary programs or other vocational education institutions.
20% D. Developed or revised/updated courses or curricula.
9% E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
12% F. Purchased, developed, or evaluated computer software.
6% G. Other (please specify): *(See additional pages.)*
1% H. Other (please specify): *(See additional pages.)*

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: X 1. Improved teaching methods. B, C
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

(Responses = 134) Check changes which took place.		*(Responses = 292)* Place letter(s) of activity that caused change.
18%	1. Improved teaching methods	*(See additional pages.)*
17%	2. Improved instructional materials	
17%	3. Improved course content	
10%	4. Improved classroom management	
7%	5. Addition of course(s)	
2%	6. Deletion of course(s)	
7%	7. Improved use of community resources	
10%	8. Improved career guidance	
8%	9. Improved administrative management	
2%	10. Other (please specify):	
1%	11. Other (please specify): *(See additional pages.)*	
	12. No changes relating to staff are known to have occurred	

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.) *(Responses = 25)*

52% 1. 1 to 9
32% 2. 10 to 49
____ 3. 50 to 99
____ 4. 100 or more
____ 5. No changes were indicated in A above.
16% *No response.*

113

(Responses = 56) **C. Student Changes** *(Responses = 102)*

Check changes which took place.

Place letter(s) of activity that caused change.

21% 1. Improved student attitudes.................................*(See additional pag*
38% 2. Improved student skill performance.......................... ______
23% 3. Improved student academic achievement....................... ______
11% 4. Improved student behavior................................... ______
4% 5. Other (please specify): *(See additional pages.)* ______
4% 6. No changes relating to students are known to have occurred... ______

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.) *(Responses = 25)*

4% 1. 1 to 24
40% 2. 25 to 99
32% 3. 100 to 499
4% 4. 500 or more
12% 5. No changes were indicated in C above.
8% *No response*

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project. *(Responses = 114)*

A. QAP activity selection was based upon (check as many as appropriate):

17% 1. Needs assessment
10% 2. Short-term plan writing
10% 3. Long-term plan writing
7% 4. State evaluation activities
5% 5. State planning initiative
11% 6. Staff initiative (other than yours).
11% 7. Administrative initiative (other than yours).
4% 8. Community initiative (e.g., advisory committee)
15% 9. Your personal initiative
4% 10. A sharing of QAP products
6% 11. Evaluation of previous QAP
1% 12. Other (please specify): *District Plan and Evaluation*

IV. Evaluation of QAP Activities

Instructions: Please provide the following information. *Responses = 25*

A. Were the QAP activities evaluated either during or following their completion? *80%* yes *16%* no *4%* don't know

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? *(See additional pages.)*

C. If yes (A above), please describe the evaluation method(s). *(See additional pages.)*

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application. *Range: 3 to 40 hours*

Mean = 11.13 person-hours for application.

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report. *Range: 2 to 20 hours*

Mean = 6.77 person-hours for final report.

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.) *(Responses = 25)*

92% Yes   *4%* No   *4%* Don't know.

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

92% Yes   *0* No   *8%* Don't know.

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? *(See additional pages.)*

B. Who might be affected by those changes? *(See additional pages.)*

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) *(See additional pages.)*

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency. *(N = 25)*

A. In what type of institution or agency do you work? (Check only one.)

13 1. High School
4 2. Area Vocational Center
4 3. Community College
1 4. University
2 5. Educational Service Region
1 6. State Agency
7. Other (please specify): ______

B. What is your job title? *(See additional pages.)*

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) *(Responses = 49)* *Writer = 41%, Director = 29%, Evaluator = 18%, Participant = 12%*

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ______________________

Phone: (   ) ____________

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to:
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

I. QAP Activities (continued)

G. Other (please specify):

- *Special needs student services assessment project*
- *Held college courses regarding Illinois Industrial Education*
- *Developed and trained staff in program evaluation*
- *Included guest lectures and state consultants*
- *Developed plan for new facilities*
- *Changed administration*

H. Other (please specify):

- *Regional computer literacy*

II. Changes Resulting from QAP (continued)

A. Staff Changes

10. Other (please specify):
    - *Special needs coordinator added to staff*
    - *Greater use of internal resource persons*
    - *Improved communication*

11. Other (please specify):
    - *Sequencing of courses*

B. Student Changes

5. Other (please specify):
    - *Using motivational information*
    - *Cannot yet determine changes*

IV. Evaluation of QAP Activities (continued)

B. (by job title):

- *Vocational Director/Administration (12)*
- *Staff/Teachers (5)*
- *Career Education Dean/Director (3)*
- *Project Director (2)*
- *Workshop Developers (1)*
- *Consultant (1)*
- *Regional Superintendent (1)*
- *Department Head (1)*
- *Staff Developer (1)*
- *I E Director (1)*

C. Describe evaluation methods:

- *Questionnaires/written evaluations (6)*
- *Discussions/interviews (5)*
- *Goal referenced (2)*
- *Review results (1)*
- *Planning committee (1)*
- *Observation (1)*
- *Review written reports (1)*
- *Review with department heads (1)*
- *Teacher usage (1)*
- *Subjective (1)*

VI. Future Changes Resulting from the QAP

A. Changes likely to happen in the future.

- *Upgraded staff competence (9)*
- *Improved curriculum (6)*
- *Competency-based education (3)*
- *Better course sequencing (2)*
- *Improved staff morale (2)*
- *Improved instruction and understanding of special needs students (2)*
- *Improved supervision of vocational programs (2)*
- *Improved faculty development projects (1)*
- *Better QAP's (1)*
- *Increased enrollment (1)*
- *Increased staff communication (1)*
- *CAD program into Industrial Education (1)*
- *Planning for regional programs (1)*
- *Spin-offs to all vocational programs (1)*

B. Who might be affected by changes?

- *Staff (19)*
- *Students (17)*
- *Administrators/supervisors (5)*
- *Special needs students (2)*
- *Community (2)*
- *Business and Industry (2)*
- *Employers (1)*

C. **Additional comments.**

- *Great idea; allows for meeting local needs (2)*
- *Excellent program (1)*
- *Thank you (1)*
- *We had a very successful project (1)*
- *Boost to staff development (1)*
- *Provided planning opportunity (1)*
- *Excellent DAVTE initiative (1)*
- *Keep regional application requirements simple (1)*

VII. Background Information

B. **What is your job title?**

- *Vocational Director (11)*
- *Assistant Superintendent for Instruction (2)*
- *Principal (2)*
- *Director of Career Education (2)*
- *Department Chairperson (2)*
- *Student Services Manager (1)*
- *Dean of Career Education (1)*
- *Assistant Principal (1)*
- *Dean of Vocational Education (1)*
- *Project Director (1)*
- *Dean of Occupational Education (1)*

Long-Term: FY 1982 and 1983

Relationship of QAP Activities to Staff Changes

Activity That Caused Change (From: I. QAP Activities)

II. A. Staff Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved teaching methods	16	26	17	28	12	20	10	17	3	5	2	3	1	2	0	0	61	21
2. Improved instructional materials	20	29	12	18	9	13	16	24	4	6	5	7	2	3	0	0	68	23
3. Improved course content	12	22	10	18	9	16	14	25	4	7	5	9	1	2	0	0	55	19
4. Improved classroom management	7	25	9	32	1	4	5	18	2	7	2	7	2	7	0	0	28	10
5. Addition of course(s)	2	13	0	0	3	20	8	53	0	0	1	6	1	6	0	0	15	5
6. Deletion of course(s)	0	0	0	0	1	20	3	60	0	0	0	0	1	20	0	0	5	2
7. Improved use of community resources	2	12	4	24	7	41	3	18	1	6	0	0	0	0	0	0	17	6
8. Improved career guidance	4	17	6	26	4	17	3	13	3	13	3	13	0	0	0	0	23	8
9. Improved administrative management	3	15	8	40	1	5	2	10	1	5	4	20	1	5	0	0	20	7
10. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	66	23	66	23	47	16	64	22	18	6	22	8	9	3	0	0	292	100
Frequency of Response from I		17		22		15		20		9		12		6		1		
Change: I to II A		+6		+1		+1		+2		-3		-4		-3		-1		

Long-Term: FY 1982 and 1983

Relationship of QAP Activities to Student Changes

Activity That Caused Change (From: I. QAP Activities)

II. C. Student Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved student attitudes	3	13	4	17	4	17	5	21	3	13	1	4	3	13	1	4	24	24
2. Improved student skill performance	10	24	6	14	6	14	14	33	2	5	3	7	1	2	0	0	42	41
3. Improved student academic achievement	6	21	4	14	4	14	9	32	2	7	3	11	0	0	0	0	28	27
4. Improved student behavior	1	13	2	25	0	0	3	38	0	0	0	0	1	13	1	13	8	8
5. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	20	20	16	16	14	14	31	30	7	7	7	7	5	5	2	2	102	100
Frequency of Response from I		17		22		15		20		9		12		6		1		
Change: I to II C		+3		-6		-1		+10		-2		-5		-1		+1		

March 1984

Short Term FY 1982 and 1983

Quality Assistance Plan (QAP)
Impact Survey

N = 24

The purpose of this survey is to gather data for use in assessing the short-term impact of the Quality Assistance Plan (QAP). (Short-term is defined as up to 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1983 (1982-83 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities

(Responses = 99)

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

21% A. Held staff inservice meetings or workshops.
19% B. Attended workshops, seminars or professional meetings.
12% C. Visited business and industry exemplary programs or other vocational education institutions.
19% D. Developed or revised/updated courses or curricula.
13% E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
8% F. Purchased, developed, or evaluated computer software.
5% G. Other (please specify): *(See additional pages.)*
2% H. Other (please specify): *(See additional pages.)*

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: X 1. Improved teaching methods. B, C
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

(Responses = 118) Check changes which took place.

(Responses = 278) Place letter(s) of activity that caused change.

19% 1. Improved teaching methods........ *(See additional pages.)*
17% 2. Improved instructional materials........
19% 3. Improved course content........
7% 4. Improved classroom management........
10% 5. Addition of course(s)........
0% 6. Deletion of course(s)........
8% 7. Improved use of community resources........
11% 8. Improved career guidance........
6% 9. Improved administrative management........
3% 10. Other (please specify): *(See additional pages.)*
1% 11. Other (please specify): *(See additional pages.)*
0% 12. No changes relating to staff are known to have occurred....

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.) *(Responses = 24)*

42% 1. 1 to 9
42% 2. 10 to 49
4% 3. 50 to 99
4% 4. 100 or more
0 5. No changes were indicated in A above.
8% *No response*

(Responses = 47)

C. Student Changes

(Responses = 115)

Check changes which took place.

Place letter(s) of activity that caused change.

28% 1. Improved student attitudes.. (See additional pages.

38% 2. Improved student skill performance..............................

19% 3. Improved student academic achievement..........................

9% 4. Improved student behavior..

4% 5. Other (please specify): (See additional pages.)

2% 6. No changes relating to students are known to have occurred...

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.)

(Responses = 24)

4% 1. 1 to 24

17% 2. 25 to 99

46% 3. 100 to 499

25% 4. 500 or more

4% 5. No changes were indicated in C above.

4% No response

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project. (Responses = 110)

A. QAP activity selection was based upon (check as many as appropriate):

18% 1. Needs assessment

10% 2. Short-term plan writing

5% 3. Long-term plan writing

8% 4. State evaluation activities

5% 5. State planning initiative

14% 6. Staff initiative (other than yours).

7% 7. Administrative initiative (other than yours).

5% 8. Community initiative (e.g., advisory committee)

16% 9. Your personal initiative

3% 10. A sharing of QAP products

8% 11. Evaluation of previous QAP

1% 12. Other (please specify): Affect of other vocational projects

IV. Evaluation of QAP Activities

Instructions: Please provide the following information. (Responses = 24)

A. Were the QAP activities evaluated either during or following their completion? 88% yes 0 no 8% don't know 4% No response

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? (See additional pages.)

C. If yes (A above), please describe the evaluation method(s). (See additional pages.)

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.

Mean = 23.6 person-hours for application. Range: 3 to 60

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.

Mean = 12.87 person-hours for final report. Range: 3 to 50

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.) *(Responses = 24)*

88% Yes   *0* No   *8%* Don't know.   *4%* *No response*

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

83% Yes   *4%* No   *8%* Don't know.   *4%* *No response*

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? *(See additional pages.)*

B. Who might be affected by those changes? *(See additional pages.)*

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) *(See additional pages.)*

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency. *(N = 24)*

A. In what type of institution or agency do you work? (Check only one.)

12 1. High School
7 2. Area Vocational Center
2 3. Community College
2 4. University
1 5. Educational Service Region
___ 6. State Agency
___ 7. Other (please specify): ______

B. What is your job title? *(See additional pages.)*

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) *(Responses = 61)* *Writer = 33%, Director = 28%, Participant = 18%, Evaluator = 20%, Monitor = 2%*

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ____________________

Phone: (   ) __________

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

I. QAP Activities (continued)

G. Other (please specify):

- *Development of instructional materials*
- *Regional Vocational Program articulation*
- *Developed video promotional material*
- *Visit participating schools*
- *Developed teaching aids*
- *Secretarial service for CBM*

H. Other (please specify):

- *Visits to feeder districts (articulation)*
- *Illinois Vocational Center*
- *Task Force to write Joint Annual Plan*
- *Advisory Committee workshops*

II. Changes Resulting from QAP (continued)

A. Staff Changes

10. Other (please specify):
    - *Improved community awareness*
    - *Improved services to specified needs students*
    - *Planning work*

11. Other (please specify):
    - *Help promote Vocational Center programs*

C. Student Changes

5. Other (please specify):
    - *Faster proficiency*
    - *Removed some duplication between feeder schools and AVC*

IV. Evaluation of QAP Activities

B. (by job title):

- *Vocational Director/Administration (13)*
- *Instructor/Staff (6)*
- *Dean (2)*
- *Project Director (1)*
- *Advisory Council (1)*

- *Director of Curriculum and Research (1)*
- *Staff Development Committee (1)*
- *Steering Committee (1)*

C. Describe evaluation methods.

- *Written questionnaire (11)*
- *Follow-up (3)*
- *Observation (5)*
- *Informal review (1)*
- *Meetings (1)*
- *Self-evaluation (1)*
- *Review of reports (1)*
- *Student Opinion (1)*
- *Tabulated results (1)*

VI. Future Changes Resulting from the QAP

A. Changes likely to happen in the future.

- *Updated curriculum (7)*
- *Updated/informed staff (6)*
- *Improved teaching/instruction (4)*
- *More competency based instruction (3)*
- *More participation in professional organizations (2)*
- *Articulated curriculum (1)*
- *Community awareness (1)*
- *Increased microcomputer usage (1)*
- *Student placement (1)*
- *Services to special education students (1)*
- *Professional growth (1)*
- *Basic skill development (1)*
- *Teacher attitudes (1)*
- *More visitations (1)*
- *Public relations materials (1)*

B. Who might be affected by changes?

- *Students (17)*
- *Teachers (17)*

- *Administrators (6)*
- *Community (3)*
- *Counselors (2)*
- *Business and industry (2)*

- Additional comments.
  - *Important DAVTE Program (2)*
  - *Excellent under present guidelines (2)*
  - *Encourage schools to jointly write proposals (1)*
  - *Permitted staff activities during financial crunch (1)*
  - *Forces planning and organization (1)*
  - *Positive project (1)*
  - *Only way to update older staff (1)*
  - *Less paper work! (1)*
  - *More budget flexibility (1)*
  - *Allow more travel - particularly national (1)*

VII. Background

B. What is your job title?

- *Vocational Director (8)*
- *Assistant Director (4)*
- *Coordinator of Vocational Education (3)*
- *Teacher (1)*
- *Associate Dean (1)*
- *Director of Curriculum and Research (1)*
- *Assistant to the Superintendent (1)*
- *Academic Dean (1)*
- *Coordinator of Adult Nursing Program (1)*

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Short-Term: FY 1982 and 1983
Relationship of QAP Activities to Staff Changes

Activity That Caused Change (From: I. QAP Activities)

II. A. Staff Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved teaching methods	15	26	15	26	8	14	9	16	2	3	3	5	4	7	2	3	58	21
2. Improved instructional materials	7	15	9	19	4	8	14	29	4	8	5	10	3	6	2	4	48	17
3. Improved course content	12	19	13	20	9	14	17	27	4	6	4	6	3	5	2	3	64	23
4. Improved classroom management	5	25	8	40	1	5	3	15	0	0	0	0	1	5	2	10	20	7
5. Addition of course(s)	5	19	5	19	3	12	8	31	2	8	2	8	1	4	0	0	26	9
6. Deletion of course(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Improved use of community resources	3	17	4	22	4	22	2	11	3	17	0	0	0	0	2	11	18	6
8. Improved career guidance	8	32	7	28	5	20	0	0	2	8	1	4	1	4	1	4	25	9
9. Improved administrative management	2	13	4	27	1	7	1	7	2	13	1	7	1	7	3	20	15	5
10. Other (please specify)	0	0	1	25	1	25	0	0	1	25	0	0	1	25	0	0	4	1
11. Other (please specify)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	57	21	66	24	36	13	54	19	20	7	16	6	15	5	14	5	278	100
Frequency of Response from I		21		19		12		19		13		8		5		2		
Change: I to II A		0		+5		+1		0		-6		-2		0		+3		

Short-Term: FY 1982 and 1983
Relationship of QAP Activities to Student Changes

Activity That Caused Change (From: I. QAP Activities)

II. C. Student Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved student attitudes	7	23	6	19	3	10	7	23	4	13	1	3	2	6	1	3	31	27
2. Improved student skill performance	10	21	9	19	7	15	15	32	1	2	2	4	2	4	1	2	47	41
3. Improved student academic achievement	6	24	6	24	4	16	6	24	0	0	2	8	1	4	0	0	25	22
4. Improved student behavior	1	13	2	25	1	13	3	38	0	0	1	13	0	0	0	0	8	7
5. Other (please specify)	0	0	0	0	1	25	1	25	0	0	0	0	2	50	0	0	4	3
6. No changes are known to have occurred	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	24	21	23	20	16	14	32	28	5	4	6	5	7	6	2	2	115	
Frequency of Response from I		21		19		12		19		13		8		5		2		
Change: I to II C		0		+1		+2		+9		-9		-3		+1		0		

March 1984

Short-Term: FY 1983 (Only)

Quality Assistance Plan (QAP) *N = 76*

Impact Survey

The purpose of this survey is to gather data for use in assessing the short-term impact of the Quality Assistance Plan (QAP). (Short-term is defined as up to 12 months following cessation of funding.) You have been identified as a participant in a QAP Project in FY 1983 (1982-83 school year), and as such, you are requested to complete and return this impact survey. Please feel free to involve other participants in your responses; however, all input should be consolidated on this form.

I. QAP Activities *(Responses = 263)*

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

20% A. Held staff inservice meetings or workshops.
23% B. Attended workshops, seminars or professional meetings.
14% C. Visited business and industry exemplary programs or other vocational education institutions.
16% D. Developed or revised/updated courses or curricula.
8% E. Developed handbooks, brochures, newsletters, AV or other awareness materials.
13% F. Purchased, developed, or evaluated computer software.
5% G. Other (please specify): *(See additional pages.)*
2% H. Other (please specify): *(See additional pages.)*

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: *X* *1. Improved teaching methods.* *B, C*
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

A. Staff Changes

(Responses = 311) Check changes which took place.

(Responses = 570) Place letter(s) of activity that caused change.

18% 1. Improved teaching methods.............................. *(See additional pages.)*
17% 2. Improved instructional materials..............................
16% 3. Improved course content..............................
7% 4. Improved classroom management..............................
8% 5. Addition of course(s)..............................
3% 6. Deletion of course(s)..............................
7% 7. Improved use of community resources..............................
12% 8. Improved career guidance..............................
7% 9. Improved administrative management..............................
2% 10. Other (please specify): *(See additional pages.)*
1% 11. Other (please specify): *(See additional pages.)*
2% 12. No changes relating to staff are known to have occurred....

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.) *(Responses = 76)*

65% 1. 1 to 9
26% 2. 10 to 49
4% 3. 50 to 99
0% 4. 100 or more
3% 5. No changes were indicated in A above.
3% *No response*

C. Student Changes

(Responses = 150) **Check changes which took place.**

(Responses = 261) **Place letter(s) of activity that caused change.**

23% 1. Improved student attitudes........................ *(See additional pages.)*
31% 2. Improved student skill performance........................ ______
20% 3. Improved student academic achievement........................ ______
11% 4. Improved student behavior........................ ______
4% 5. Other (please specify): *(See additional pages.)* ______
11% 6. No changes relating to students are known to have occurred... ______

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.) *(Responses = 76)*

13% 1. 1 to 24
29% 2. 25 to 99
26% 3. 100 to 499
8% 4. 500 or more
14% 5. No changes were indicated in C above.
9% *No response*

III. Selection of QAP Activities

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project. *(Responses = 257)*

A. QAP activity selection was based upon (check as many as appropriate):

17% 1. Needs assessment
11% 2. Short-term plan writing
8% 3. Long-term plan writing
5% 4. State evaluation activities
3% 5. State planning initiative
17% 6. Staff initiative (other than yours).
8% 7. Administrative initiative (other than yours).
7% 8. Community initiative (e.g., advisory committee)
15% 9. Your personal initiative
5% 10. A sharing of QAP products
3% 11. Evaluation of previous QAP
1% 12. Other (please specify): *Informal discussions with staff and students. Joint agreement school input*

IV. Evaluation of QAP Activities

Instructions: Please provide the following information. *(Responses = 76)*

A. Were the QAP activities evaluated either during or following their completion? *74%* yes *16%* no *9%* don't know *1% No response.*

B. If yes (A above), what person or persons were responsible for the evaluation (by job title)? *(See additional pages.)*

C. If yes (A above), please describe the evaluation method(s). *(See additional pages.)*

V. QAP Application and Reporting

Instructions: Please provide the following information.

A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.

Mean = 10.86 person-hours for application. *Range: 2 to 60 hours*

B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.

Mean = 8.90 person-hours for final report. *Range: 1 tc 126 hours*

C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.) *(Responses = 76)*

80% Yes *5%* No *12%* Don't know. *3% No response*

D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

72% Yes *8%* No *17%* Don't know. *3% No response*

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

A. What changes resulting from the QAP Project do you think are likely to occur in the future? *(See additional pages.)*

B. Who might be affected by those changes? *(See additional pages.)*

C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) *(See additional pages.)*

VII. Background Information

N = 76

Instructions: The following is designed to gather background information on you and your institution or agency.

A. In what type of institution or agency do you work? (Check only one.)

60 1. High School
7 2. Area Vocational Center
7 3. Community College
0 4. University
1 5. Educational Service Region
1 6. State Agency
___ 7. Other (please specify): ______

B. What is your job title? *(See additional pages.)*

C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) *(Responses = 140* *Writer = 39%, Director = 27%, Evaluator = 18%, Participant = 14%, Resource = 1%, None = 1%*

D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: ______

Phone: (   ) ______

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

I. QAP Activities (continued)

G. Other (please specify):

- *Organized program advisory councils*
- *Computer workshop*
- *Adult Education classes*
- *Developed individualized career planning materials*
- *Involvement in student associations*
- *Equipment evaluation*
- *Develop faculty evaluation forms and procedures*
- *Acquiring authorization to certify health career workers*
- *Motivation workshops for students*
- *Regional plan development, 20 schools*
- *Demonstration to school board*
- *Researched course attrition*

H. Other (please specify):

- *Articulation between LEAs in district*
- *Designing vocational awareness systems*
- *Advisory Council meetings; brochures and awards day*
- *Criterion-referenced test development*

II. Changes Resulting from QAP (continued)

A. Staff Changes

10. Other (please specify):

    - *Improved faculty evaluations*
    - *Improved student advisement*
    - *Improved community relations*
    - *Adult education class*
    - *"Radical" course revisions*

11. Other (please specify):

    - *Improved articulation between staff*
    - *Help in setting up the evaluation system*
    - *Awards and certificates*
    - *Better choice of equipment*

C. Student Changes

5. Other (please specify):

    - *Broadened interest*
    - *Awards*
    - *Improved career planning*
    - *Career choice*
    - *Improved student awareness in Vocational Education*
    - *Helped students develop career goals*

IV. Evaluation of QAP Activities (continued)

B. (by job title)

- *Vocational Director (28)*
- *Teachers/Instructors/Staff (9)*
- *Department Chairperson (6)*
- *Project Director (3)*
- *Principal (3)*
- *Dean of Instruction (3)*
- *Superintendent (2)*
- *Counselor (1)*
- *Advisory Committee (1)*
- *Media Specialist (1)*

C. Describe evaluation methods

- *Written statements/forms (18)*
- *Oral reports (9)*
- *Review of materials (4)*
- *Observation (3)*
- *Reports to Principal (3)*
- *Follow-up (3)*
- *Informal review (2)*
- *Individual and group conferences (2)*
- *Feedback (2)*
- *Student and parent survey (2)*
- *Class visits (1)*
- *Report to advisory committee (1)*
- *Objective completion (1)*
- *Checklist (1)*
- *Student achievement (1)*
- *Use of courses (1)*
- *Teacher questionnaire (1)*
- *Skill performance (1)*
- *Examination (1)*
- *Pilot and control group (1)*

VI. Future Changes Resulting from the QAP

A. Changes likely to happen in the future:

- *Expansion of curriculum (6)*
- *Use and evaluation of computer (6)*
- *Improved guidance (5)*
- *Assisted programming (5)*
- *Increased CB programs (4)*
- *Improved teaching (4)*
- *Expanded computer usage (4)*
- *More familiarity with computer (3)*
- *Updated courses (3)*
- *Increased number of courses (3)*
- *Increased interest in QAP proposals (3)*
- *Better advisement of students (3)*
- *A more professional staff (3)*
- *Improved staff morale (3)*

. *Activity for advisory councils (2)*
. *Upgraded staff (2)*
. *Increased staff awareness (2)*
. *Additional teaching strategies (2)*
. *More staff involvement (2)*
. *Meeting inservice needs of teachers (2)*
. *Industrial and CB Education (2)*
. *Improved student skills (1)*
. *Articulation (1)*
. *New ideas for classroom (1)*
. *Improved student achievement (1)*
. *Periodic meetings with instructors (1)*
. *Increased student enrollment (1)*
. *Community support (1)*
. *Better staff inservice (1)*
. *Course content changes (1)*
. *Evaluation of staff (1)*
. *Needs assessment yearly now (1)*
. *More standardized curriculum in four schools (1)*
. *Cooperative programming (1)*
. *Transformed format (1)*
. *Better prepared students (1)*
. *Updated objectives (1)*
. *Improved planning (1)*
. *Student participation in student organizations (1)*

B. Who might be affected by changes?

. *Students (46)*
. *Faculty/Staff (39)*
. *Administration (5)*
. *Community (5)*
. *Employers (4)*

C. Additional Comments:

. *Please continue the QAP (2)*
. *Appreciated opportunity (2)*
. *Good/excellent program (2)*
. *Great help in a depressed area (1)*
. *Fantastic! Best return for dollars (1)*
. *Greatly needed program (1)*
. *Adds a dimension of opportunity (1)*
. *Would like to know about other QAPs (1)*
. *Restrictions on financing are unreasonable (1)*
. *Afraid dollars will decrease (1)*
. *A highlight for staff (1)*
. *Makes staff feel appreciated (1)*
. *Wide range of activities appreciated (1)*
. *Used as part of (required) professional Development plan for each teacher (1)*

- *Travel portion too small (1)*
- *We are stagnant without the QAP (1)*
- *Best vehicle for staff/curriculum development (1)*
- *Valuable project was thereby afforded (1)*
- *It's a good idea! (1)*
- *Wish more funds for micros were available (1)*
- *Thanks for the flexibility (1)*
- *Permits schools to address local problems (1)*
- *Does more to encourage participation than any other (1)*

VII. Background

B. What is your job title?

- *Vocational Director/Vocational Education Administrator (36)*
- *Principal (12)*
- *Chairperson (3)*
- *Instructor (2)*
- *Counselor (2)*
- *ESR (1)*
- *Superintendent (1)*
- *Assistant Superintendent (1)*
- *Administrative Assistant (1)*
- *Dean of Career Education (1)*
- *Assistant Dean of Instruction (1)*
- *Director of Industrial Program (1)*
- *Associate Dean (1)*
- *Cooperative Education Coordinator (1)*
- *Director, State and Federal Programs (1)*
- *Assistant Vocational Director (1)*
- *Director of Career Programs (1)*
- *Assistant Principal (1)*

Short-Term: FY 1983 (Only)
Relationship of QAP Activities to Staff Changes

Activity That Caused Change (From: I. QAP Activities)

II. A. Staff Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved teaching methods	30	24	42	34	20	16	18	14	3	2	10	8	2	2	0	0	125	22
2. Improved instructional materials	20	20	25	25	12	12	22	22	3	3	19	19	0	0	1	1	102	18
3. Improved course content	21	19	31	28	18	16	22	20	4	4	11	10	2	2	1	1	110	19
4. Improved classroom management	8	22	11	30	5	14	8	22	3	8	2	5	0	0	0	0	37	7
5. Addition of course(s)	5	12	13	30	9	21	10	23	0	0	5	12	0	0	1	2	43	8
6. Deletion of course(s)	3	30	1	10	1	10	5	50	0	0	0	0	0	0	0	0	10	2
7. Improved use of community resources	6	19	9	29	13	42	0	0	0	0	0	0	1	3	2	7	31	5
8. Improved career guidance	14	23	15	25	11	18	1	2	9	15	7	12	1	2	2	3	60	11
9. Improved administrative management	12	32	12	32	8	21	3	8	1	3	1	3	1	3	0	0	38	7
10. Other (please specify)	1	17	0	0	0	0	1	17	1	17	1	17	2	33	0	0	6	1
11. Other (please specify)	0	0	1	20	2	40	0	0	0	0	0	0	0	0	2	40	5	1
12. No changes are known to have occurred	0	0	0	0	1	33	1	33	1	33	0	0	0	0	0	0	3	0
Total	120	21	160	28	100	18	91	16	25	4	56	10	9	2	9	2	570	100
Frequency of Response from I		20		23		14		16		8		13		5		2		
Change: I to II A		+1		+5		+4		0		-4		-3		-2		0		

Short-Term: FY 1983 (Only)
Relationship of QAP Activities to Student Changes

Activity That Caused Change (From: I. QAP Activities)

II. C. Student Changes	A		B		C		D		E		F		G		H		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Improved student attitudes	14	19	10	14	10	14	18	25	8	11	11	15	2	3	0	0	73	28
2. Improved student skill performance	13	14	24	26	14	15	23	25	2	2	15	16	2	2	0	0	93	35
3. Improved student academic achievement	10	18	13	23	8	14	13	23	3	5	8	14	1	2	1	2	57	22
4. Improved student behavior	5	19	3	11	4	15	7	26	2	7	4	15	2	7	0	0	27	10
5. Other (please specify)	2	28	0	0	0	0	1	14	2	28	1	14	1	14	0	0	7	3
6. No changes are known to have occurred	0	0	0	0	2	50	1	25	0	0	1	25	0	0	0	0	4	2
Total	44	17	50	19	38	15	63	24	17	7	40	15	8	3	1	0	261	100
Frequency of Response from I		20		23		14		16		8		13		5		2		
Change: I to II C		-3		-4		+1		+8		-1		+2		-2		-2		

Quality Assistance Plan (QAP) Impact Survey

I. QAP Activities (Percent Responses)

Activities	Long-Term		Short-Term	
	FY 1982 (N=12)	FY 1982-83 (N=25)	FY 1982-83 (N=24)	FY 1983 (N=76)
A. Held staff inservice meetings or workshops	18	17	21	20
B. Attended workshops, seminars or professional meetings	26	22	19	23
C. Visited business and industry exemplary programs or other vocational education institutions	13	15	12	14
D. Developed or revised/updated courses or curricula	16	20	19	16
E. Developed handbooks, brochures, newsletters, AV or other awareness materials	5	9	13	8
F. Purchased, developed, or evaluated computer software	11	12	8	13
G. Other (please specify)	11	6	5	5
H. Other (please specify)	0	1	2	2

II. A. Staff Changes (Percent Responses)

	Long-Term		Short-Term	
	FY 1982 (N=12)	FY 1982-83 (N=25)	FY 1982-83 (N=24)	FY 1983 (N=76)
1. Improved teaching methods	25	18	19	18
2. Improved instructional materials	15	17	17	17
3. Improved course content	13	17	19	16
4. Improved classroom management	10	10	7	7
5. Addition of course(s)	10	7	10	8
6. Deletion of course(s)	3	2	0	3
7. Improved use of community resources	8	7	8	7
8. Improved career guidance	8	10	11	12
9. Improved administrative management	5	8	6	7
10. Other (please specify)	5	2	3	2
11. Other (please specify)	0	1	1	1
12. No changes relating to staff are known to have occurred	0	0	0	2

II. B. Number of Staff Exhibiting Change (Percent Responses)

Number of Staff	Long-Term		Short-Term	
	FY 1982 (N=12)	FY 1982-83 (N=25)	FY 1982-83 (N=24)	FY 1983 (N=76)
1. 1 to 9	58	52	42	65
2. 10 to 49	25	32	42	26
3. 50 to 99	17	0	4	4
4. 100 or more	0	0	4	0
5. No changes were indicated in A above	0	0	0	3
No response	0	16	8	3

II. C. Student Changes (Percent Responses)

Student Changes				
1. Improved student attitudes	11	21	28	23
2. Improved student skill performance	28	38	38	31
3. Improved student academic achievement	17	23	19	20
4. Improved student behavior	6	11	9	11
5. Other (please specify)	6	4	4	4
6. No changes relating to students are known to have occurred	33	4	2	11

II. D. Number of Students Exhibiting Change (Percent Responses)

Number of Students				
1. 1 to 24	0	4	4	13
2. 25 to 99	33	40	17	29
3. 100 to 499	16	32	46	26
4. 500 or more	0	4	25	8
5. No changes were indicated in C above	50	12	4	14
No response	0	8	4	9

III. Selection of QAP Activities (Percent Responses)

Activity Selection Based Upon:	Long-Term		Short-Term	
	FY 1982	FY 1982-83	FY 1982-83	FY 1983
1. Needs assessment	10	17	18	17
2. Short-term plan writing	20	10	10	11
3. Long-term plan writing	10	10	5	8
4. State evaluation activities	7	7	8	5
5. State planning initiative	2	5	5	3
6. Staff initiative (other than yours)	15	11	14	17
7. Administrative iniative (other than yours)	12	11	7	8
8. Community initiative (e.g., advisory committee)	5	4	5	7
9. Your personal initiative	15	15	16	15
10. A sharing of QAP products	2	4	3	5
11. Evaluation of previous QAP	2	6	8	3
12. Other (please specify)	0	1	1	1

IV. Evaluation of QAP Activities (Percent Responses)

Yes	67	80	88	74
No	8	16	0	16
Don't Know	17	4	8	9
No Response	8	-	4	1

V. Application and Reporting Time Estimates (Mean Times in Hours)

Mean Time for Application	9.25	11.13	23.6	10.86
Mean Time for Reporting	5.35	6.77	12.87	8.90

V. C. Worth of Application Time (Percent Responses)

	Long-Term		Short-Term	
	FY 1982	FY 1982-83	FY 1982-83	FY 1983
Yes	92	92	88	80
No	0	4	0	5
Don't Know	8	4	8	12
No Response	0	0	4	3

V. D. Worth of Reporting Time (Percent Responses)

Yes	67	92	83	72
No	8	0	4	8
Don't Know	25	8	8	17
No Response	0	0	4	3

VII. C. Relationship to QAP (Percent Responses)

Writer	29	41	33	39
Director	29	29	28	27
Evaluator	21	18	20	18
Participant	21	12	18	14
Other	0	0	2	2

Quality Assistance Plan (QAP) Impact Survey

Percent Change: Item I (QAP Activities) to Item II. A. (Staff Changes) and Item II. C. (Student Changes)

Activities: Staff Changes	Long-Term FY 1982	Long-Term FY 1982-83	Short-Term FY 1982-83	Short-Term FY 1983	Net
A. Held staff inservice meetings or workshops	+2	+6	0	+1	+9
B. Attended workshops, seminars or professional meetings	+2	+1	+5	+5	+13
C. Visited business and industry exemplary programs or other vocational education institutions	+6	+1	+1	+4	+12
D. Developed or revised/updated courses or curricula	+3	+2	0	0	+5
E. Developed handbooks, brochures, newsletters, AV or other awareness materials	-1	-3	-6	-4	-14
F. Purchased, developed, or evaluated computer software	-7	-4	-2	-3	-16
G. Other (please specify)	-4	-3	0	-2	-9
H. Other (please specify)	0	-1	+3	0	+2
Activities: Student Changes					
A. Held staff inservice meetings or workshops	0	+3	0	-3	0
B. Attended workshops, seminars or professional meetings	+2	-6	+1	-4	-7
C. Visited business and industry exemplary programs or other vocational education institutions	-1	-1	+2	+1	+1
D. Developed or revised/updated courses or curricula	+13	+10	+9	+8	+40
E. Developed handbooks, brochures, newsletters, AV or other awareness materials	+1	-2	-9	-1	-10
F. Purchased, developed, or evaluated computer software	-5	-5	-3	+2	-11
G. Other (please specify)	-11	-1	+1	-2	-13
H. Other (please specify)	0	+1	0	-2	-1

Number of Responses per Respondent According to Four Groups Comprising Population

Survey Section	Long-Term Impact		Short-Term Impact	
	FY 1982 (Only) N=12	FY 1982 and 1983 N=25	FY 1982 and 1983 N=24	FY 1983 (Only) N=76
I. QAP Activities	3.17	4.08	4.13	3.46
II. A. Staff Changes	3.33	5.36	4.92	4.09
II. A. Activity that Caused Change	6.25	11.68	11.58	7.50
II. C. Student Changes	1.50	2.24	1.96	1.97
II. C. Activity that Caused Change	1.42	4.25	4.79	3.43
III. Selection of QAP Activities	3.42	4.75	4.58	3.38

March 1984

Quality Assistance Plan (QAP) Survey *(N = 59)*

The purpose of this survey is to gather data for use in assessing participation in the Quality Assistance Plan (QAP). The Quality Assistance Plan was initiated in FY 1982 by the Department of Adult, Vocational and Technical Education (DAVTE), Illinois State Board of Education. It is designed to provide financial and technical assistance to local education agencies for vocational education program and staff development.

Completion of this survey will take less than five minutes.

Instructions: Please answer the following questions as directed.

1. Has your institution ever applied for a Quality Assistance Plan (QAP)? (Check one please, then go to the item indicated by your answer.) *(Responses = 59)*

   63% No (Go to Item 2)
   32% Yes (Go to Item 3)
   3% Don't know (Go to Item 4)
   2% Not usable

2. You have not applied for a QAP. Why not? (Check one please, then go to Item 4.) *(Responses = 37)*

   30% We did not know about the QAP.
   22% We had no appropriate identified needs.
   27% The application required too much work for the return.
   8% The application opportunity came at the wrong time of year.
   14% Other (please specify): *Signed off to AVC (3); We did not qualify in the past (1); Past writers have not applied (1).*

3. You have applied for a QAP but did not receive the funding. Why? (Check one please, then go to Item 4.) *(Responses = 19)*

   0 The application was turned down.
   21% QAP funds were already exhausted.
   16% QAP funds were assigned to a regional education agency.
   63% Other (please specify): *Did receive funds (2); Did apply for FY'85 (2); Did apply through cooperative effort (1); No explanation (6).*

4. Which of the following best describes your institution? *(Responses = 59)*

   73% High School
   2% Area Vocational Center
   3% Educational Service Region
   10% Community College
   2% University
   5% State Agency
   5% Other (please specify): *Special Ed. Coop (1); Corrections School District (1); Residential School (1).*

5. What is your job title? *(See additional page.)*

6. Please feel free to provide any additional comments you would like to make about the Quality Assistance Plan. (Insert pages if needed.) *(See additional page.)*

7. Please print your name and a phone number if you would like to talk to us about any aspect of the QAP.

   Name: ______
   Phone: ( )

Thank you for completing this questionnaire. Please fold, staple or tape closed, (postage is provided) and return to:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Responses (Continued) to Quality Assistance Plan (QAP) Survey

5. What is your job title?

   - . *Principal (24)*
   - . *Superintendent (7)*
   - . *Vocational Director (7)*
   - . *Dean of Career Education (3)*
   - . *Vocational Program Coordinator (2)*
   - . *Vocational Education Counselor (2)*
   - . *Rehabilitation Workshop Supervisor (2)*
   - . *Director of Occupational Education (2)*
   - . *Regional Superintendent (2)*
   - . *Dean of Instruction (2)*
   - . *Teacher (2)*
   - . *Business Manager (1)*
   - . *Assistant Vice President (1)*
   - . *Administrator of Adult Education and Vocational Services (1)*
   - . *Assistant Director (1)*

6. Any additional comments . . .

   - . *We are applying in FY 1985. (3)*
   - . *Would appreciate information on the program. (1)*
   - . *In a small high school, vocational education is so costly we wish it would disappear. (1)*
   - . *Would apply if simplified and clarified. (2)*
   - . *It's a good idea. (1)*
   - . *Has never been explained by RVC. (1)*
   - . *It was a catalyst for curriculum revision. (1)*
   - . *Good program; it would be helpful to know about workshops for next year in determining needs. (1)*
   - . *Reduce red tape in application. (1)*
   - . *Intend to expand in 84-85. (1)*
   - . *Joint effort has improved inservice. (1)*
   - . *Not sure ideas for funds were good ones. (1)*
   - . *Approve of concept. (1)*
   - . *Utilized funds well in FY 84. (1)*
   - . *Can application deadline be extended? (1)*
   - . *Matter of priorities for a busy superintendent. (1)*

. ON-SITE VISITATIONS

Following are the major comments made by interviewees who were interviewed as part of the nine(9) on-site visitations, conducted by the Impact Assessment Team. Included were vocational plan writers with QAPs in Fiscal Years 1982 and 1983, and in Fiscal Year 1983 (only), as well as teachers and other support staff at the sites visited. The composition of the on-site interviewees was as follows:

. Regional Superintendent: 1
. Dean of Vocational Education (Community College): 1
. Vice President (Community College): 1
. Area Vocational Center Directors/Principals: 4
. Assistant Superintendent (City-wide): 1
. Vocational Education Bureau Director (City-wide): 1
. Vocational Directors (High School): 9
. Vocational Teachers: 39
. Guidance Counselors: 4
. Quality Assistance Plan Coordinator: 2
. Media Specialist: 1
. Public Relations Specialist: 1
TOTAL: 65

The comments are reported according to the major questions posed during the on-site visitations and the types of respondents as follows:

1. *What do you think were the major changes that resulted from the QAP activities as related to:*

   A. *Teachers (self-reported):*

      . *Changes in Knowledge or Understanding*

      - Gained new ideas for immediate or future use.
      - Recognized need for changes.
      - Gained awareness of micro-computers and their uses.
      - Learned about new textbooks and units for a new course.
      - Learned about new technology within industry.
      - Took additional coursework in computers.
      - Identified professional development goals.

  - Became interested in new ideas.
  - Updated in professional areas.

- *Changes in Attitudes*
  - Improved attitude toward self-evaluation.
  - Generated new enthusiasm toward teaching.
  - Recognized psychological benefits related to professional fellowship.
  - Viewed CBE differently.
  - Wanted to do a better job on evaluation materials becuase of the money involved.

- *Changes in Educational Processes*
  - Revamped two courses.
  - Developed and started using advisory committees.
  - Developed competency-based materials for special needs.
  - Started a new course.
  - Developed computer programs for direct and indirect classroom use.
  - Revised curriculum in four program areas.
  - Integrated computers (inserviced and developed curriculum).
  - Reorganized media center for CBE.

B. *Counselors (self-reported):*

- *Changes in Knowledge or Understanding*
  - Gained career knowledge to share with 200-300 students.
  - Learned how to prepare newsletters.

- *Changes in Attitudes*
  - Created public relations for feeder schools.
  - Generated excitement regarding recruiting.

- *Changes in Educational Processes*
  - Developed and used student advisement handbook.
  - Developed school newsletter.
  - Developed ICP materials.
  - Developed recruiting brochures.

C. *Administrators (self-reported):*

- *Changes in Knowledge or Understanding*
  - Recognized importance of staff input.
  - Learned application and reporting procedures.
  - Learned from experience, including failures.

. *Changes in Attitudes*

- Became aware of the "carrot" effect of the QAP.
- Recognized psychological benefits of meeting with other administrators.

. *Changes in Educational Processes*

- Allowed for needed regional planning.
- Spread teacher interest in computers to administrative office use.
- Increased vocational enrollment.
- Increased accountability.

2. *Were there any expected changes that did not occur?*

   - A leadership conference failed to materialize as planned and we learned from our mistakes.

3. *Were there any unexpected changes that did occur?*

   - Staff now anticipate participation in QAP activities and automatically come forth with ideas.
   - Teachers went beyond what was required of them in QAP activities creating a "ripple" effect.
   - Teachers have increased in initiative.

4. *What factors contributed toward the achievement of the change(s)?*

   A. *Characteristics of Staff:*

   - High trust level.
   - Visionary yet practical.
   - Supportive, particularly administration.
   - Sense of timing; recognize readiness.
   - Willingness to take risks.
   - Awareness of others, particularly staff limitations and concerns.
   - Cooperative and competent.
   - Enthusiastic.

   B. *Characteristics of Products:*

   - Locally developed
   - Locally accepted
   - Usable
   - Relevant to needs

   C. *Aspects of Implementation Process:*

   - Involvement of everyone, particularly affected staff.

- Identification of recognized needs.
- Relevant activities.
- Planning for success.
- Value input from staff.

D. *Characteristics of the QAP:*

- Limited to needed areas.
- Flexibility; "open endedness".
- Discretionary aspects.
- Locally efficient and austere.
- Provides staff "pat on the back" through small monies; serves as a stimulant.
- Independence in doing something.

F. *Other*

- Spirit or attitude is most important.
- RVAs should provide leadership for QAP
- Do something for students.
- QAP future depends on coordination of activities so as not to duplicate other programs (internal to LEA).

5. *Did the changes or effects justify the time and effort required for application and reporting?*

   - Yes in all cases. First time through the process requires extra time. Extensive time includes needs assessments, evaluations, and compilations.

6. *Were there dissemination or sharing activities?*

   - Yes: via the ECCMC; locally developed brochures and newsletters; informally; would like to see more statewide sharing of QAP activities; would like to see more regional sharing.
   - No: requiring dissemination too would place undue burden on QAP.

. TELEPHONE INTERVIEWS

Following are the major comments made by interviewees who were interviewed by telephone as a follow-up to written survey efforts. Included were vocational plan writers with QAPs in Fiscal Years 1982 (only), 1982-83, and 1983 (only).

- In staff development, keep QAP activities simple and at "nuts and bolts" applications.
- We enjoy our staff sharing of QAP outcomes.
- We accomplished more, last year, in studying enrollment decline, with $2,000 of QAP monies, than on any other activity undertaken.
- The QAP allows the local vocational director flexibility and helps in "priming" local dollars. It has allowed us to do things not otherwise possible.
- It would help to be able to "bank" QAP entitlements over more than one year. Perhaps a range of funding might be possible to effect.
- The QAP leaves (locally directed) lee-way/latitude to identify effort(s) needed.
- We really appreciate being able to secure exposure to "big world" beyond our school district, and for program improvement monies.
- Without the QAP, we would never have been able to develop our student referral process. We have used QAP monies for competency-based developments and for special needs areas.
- The QAP has helped us develop inservice for AVC and feeder school staffs together.
- We developed a computerized task listing for each program, for use by our ten feeder schools.
- This is the best "little amount of dollars" we have ever received from state/federal sources. We have been able to develop five new programs at three satellite locations and have attracted two additional school districts to our regional system.
- The QAP has brought our staff closer together toward unity for our vocational staff.
- We see emphases and dollars flowing toward employment-related vocational education and regionalization.
- QAP made it possible for us to participate in IVA.
- The QAP is an excellent way to emphasize the importance of vocational programs and qualitative aspects.

- Continue the QAPs! A very good program.

- QAP should be part of teacher education.

- It would be good to have a regional sharing session on QAP processes and products.

- The QAP gives us in vocational education the opportunity to update without waiting 5 - 6 years for our turn in reference to our total high school.

- It would be good to have a statewide QAP catalog/directory.

- It would be good to pro-rate QAP amounts, at least to the nearest $25,000 of reimbursement.

- A strength of QAP is its accommodation for local decision-making.

- It would help to not be limited to in-state travel, only.

- QAP helps us stay abreast of new concepts.

- With tight money, it is difficult to get people out of the school. QAP really helps.

- Time and interest are two needed ingredients to maximize QAP impact. Not all staff are interested.

- QAP has allowed us to conduct a number of activities which would not have been possible without it.

- The timing for the QAP has been just great for formation of regional system, for curriculum development and for articulation.

- The budgeting/reporting for nine (9) feeder schools and the regional system can be extensive. Anything to simplify paper work will help.

- The QAP is very beneficial as an incentive. It has the potential of being teacher-centered.

- The only thing the QAP lacks, as a program, is money.

- One of DAVTE's finest developments, earmarked for good program improvement, with flexibility.

- The QAP is excellent for teacher updating. It would help, sometimes to have "two halves" of a QAP rather than "one whole" QAP.

- It will help to be as flexible as possible with QAP application deadlines and writing guidelines.

. INTERVIEWS WITH STATE BOARD PERSONNEL

Following are the major comments made by twelve DAVTE/ISBE personnel who were interviewed as an initial assessment project activity. Included are comments and issue statements/questions in three general areas:

- History of the Quality Assistance Plan;
- QAP Philosophy/Objectives; and
- QAP Operational Issues and Considerations.

. History of the Quality Assistance Plan

- Prior to 1974, the SCILL SYSTEM operated in Illinois Vocational Education (Staff Competence in Illinois). The system was built on the recognition that local education agencies had the authority for staff development, but often lacked the responsibility. Operating through Regional Superintendents (ESRs), the purpose of the SCILL SYSTEM was to provide inservice staff development activities for practicing occupational educators in Illinois local education agencies.
- Commencing in 1974, a process called REQUEST FOR APPLICATION (RFA) was instituted by DAVTE in response to the question, "what do vocational teachers want and need in staff development?" The objective was met when the local education agency took the responsibility. The RFA is considered the forerunner of the Quality Assistance Plan (QAP) for Vocational Education, first funded in FY 1982.

. QAP Philosophy/Objectives

- The QAP must be based on local need(s) and be teacher-related and planned for program improvement.
- The QAP is built upon Program Development and Professional (Personnel) Development.
- Better bases for judgment(s) to approve QAP funding are needed.

- QAP funding should be supplementary, not supplanting. Programs are improved through professional development, as a result of a grant.
- QAPs should enable LEAs to relate more closely to business and industry (e.g., competency-based instruction, planning for equipment update, and establishment/utilization of advisory committees).
- Stipends for substitute teachers are good use of QAP funding.
- The QAP process should result in LEAs asking "what do we want to get done", and "what are the barriers?"
- Is the QAP being "taken for granted" by some LEAs? (e.g., replication of last year's application/reporting, weakness of evaluation design, skimpy final reporting and lack of relation to long-term program planning).
- Is the paper work and time all worth it (both for DAVTE/ISBE and for local plan writers)? Have "unnecessary pains" been included?
- Are the QAP activities, applied for and actually performed, worthwhile?
- The QAP needs to provide at least a little help for teachers, as they relate to both business/industry and their curricula. It can provide a few dollars (minigrant) to help develop teachers.
- Are LEAs really getting the help they need in technical assistance for program improvement?
- The QAP needs to be characterized by a minimum of "state interference" and a maximum of ease for local plan writers.
- A good motto for the QAP is, "Keep it simple, make it easy".
- The QAP is a good vehicle to help locals ascertain needs and evaluate outcomes.
- There is a need to build the QAP into the DAVTE system of program improvement planning.
- The QAP has a good potential to foster creativity within the system.

- Is there a big discrepancy between what is proposed in the QAP application and what actually gets done?
- The QAP might be used as a vehicle in the three-phase system (perhaps only in certain years of the cycle) to meet the recommendations in the Three-Phase Evaluation Report. It is intended to reinforce, maximally, locally-determined needs.
- The QAP should encourage an LEA self-evaluation, with the Final Report including a self-evaluation of what was done and the success of what was accomplished.
- The last quarter of the QAP year might best be devoted to evaluation of QAP activities, with no new QAP activities after April. Evaluation of a preceding year's QAP should come before funding for the next year. Guidelines for evaluation of the program, in terms of program effectiveness (not necessarily efficiency) are needed.
- The QAP and regionalization are two separate concepts. Do not use the QAP to cause regionalization, (which operates only at the secondary education level). There is no problem in supporting regionalization with other dollars. The QAP should be regional or local, but perhaps not both. The QAP should be utilized only in local personnel/program development and should not be funded on a regional basis, but only through local education agencies.
- What real changes occur because of QAPs?
- Do all feeder schools benefit equally with regional (e.g., AVC and/or ESR) QAPs?
- How can we be certain that teachers are involved and that students can really benefit from QAPs? What are the proofs of QAP impact(s) and types of impact(s) as related to policy research? How is the QAP concept changing the system?

- QAP Operational Issues and Considerations
    - Should Research and Development be regionalized in processing QAPs?
    - Should cost-effectiveness be built into the total QAP system? Should more guidance and direction be given to carry out QAPs, and thus insure more cost-effectiveness? Should QAPs be more state-directed?
    - What QAP products are produced, and how are/can they be disseminated? What can be done about the non-transportability of QAP products?
    - What reactions do LEA potential/actual plan writers have to QAP application/reporting procedures?
    - Should there be more "sharing/telling" and awarding for "quality" QAPs?
    - Should approval for funding of travel and substitute teaching, on a single-teacher basis, be granted?
    - To what extent are local and regional administrators blocking teacher involvement in QAP activities? How involved are the actual local people (to be impacted) in the QAP planning process?
    - Is funding a QAP really cost-effective, or is it more like funding an overhead cost?
    - Is it possible to determine the QAP impact(s) on numbers of teachers and cost per teacher?
    - Where, exactly, are QAPs being rooted in One and Five-Year plans for vocational education? How are Regional Vocational Administrators relating to QAPs?
    - Is there enough coordination and consistency in the Research and Development Contract Administration of QAPs? Is an inordinate amount of processing time and office management being devoted to QAPs in comparison with non-QAP contracts?
    - Is RDS/DAVTE only involved in a QAP processing role rather than in any decision-making role?

- What are the QAP-related policy implications, e.g., programmatic, funding, contractual, impact assessment?
- Is the QAP funding formula equitable? What is an optimal model for funding?
- What should be the relative proportions of funding for QAPs and non-QAP contracts?
- Why have some LEAs not applied for QAPs (FYs 82-84)?
- How should the QAP process be scheduled? Is the "first-come/first-served" process best? Should the phasing of funding be in thirds or in some other fraction? Would it be a good idea to fund QAPs for, say, one-fifth of the LEAs each year (as a part of the LEAs Three-Phase Cycle) and involve more accountability, sharing (show and tell) as part of the QAP year?
- Should there be a (formula-related) differential in funding QAPs? Are the proportions of funding correct? Do the smaller LEAs need the QAPs more?
- There is a need for "blanketing" QAP activities, e.g., a greater involvement of occupational consultants. There is a need for DAVTE to be involved earlier in the QAP process.

Exhibit 6.9

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